37 26

Previous references
Edn 19-11 (1-4)

1902.
(Education)

File No 37-12

Serial Nos 1 & 2

Later references
Edn 67-13
Gls 143

GENERAL AND REVENUE SECRETARIAT

Serial Nos 1 & 2

Part B for August, 1912

SUBJECT

Recommendation of the Education Committee - the Economic Conference for improvement Education in the State

From the Provisional secy, Economic Conference, no 36 & 1912
Submits for orders certain recommendations of the Edn Committee of the Economic Conference for the improvement of primary, technical & female education & education of the backward classes and for establis a local universities

To Do & 9 Sep of Edn, no 1633-4 & no & 12 Passes orders on the proposals of the Edn Committee for the improvement of Education in the State

G R S 58
M W Chandavarkar
6 9 12

469

GRS 11] 1912-13

GENERAL AND REVENUE SECRETARIAT

(Edn)

NOTES

File No 37-11

FILE HEADING

Recommendations of the ~~Education Committee of the~~ Economic Conference for improvement of education

From The Provincial Secretary, Economic Conference,

No 36 Dated 19/7/12 Received 22/7/12

Diary No 469	Enclos	Spare Copies	Serial No

BRIEF ABSTRACT OF LETTER

Submits for orders certain Recommendations of the Edn Committee of the Economic Conference for the improvement of primary education, technical education, female education and the education of backward classes and for establishing a local University

NOTES AND ORDERS

Submitted for orders A Gpl provision of Rs 2,00,000 has been made in the Budget as per details given below

P T O

NOTES—First Sheet

GPB—30 000—12 8 11

R S 12]

General and Revenue Secretariat

File No 37 of 1912-13

Serial No

Initial expenses for improving technical education Rs 50,000
Recurring expenditure - do - Rs 10,000
For opening new schools - Rs 1,00,000
For school buildings Rs 1,00,000
Total Rs 2,60,000

The recommendations relating, as they do, to twelve different subjects require to be separated and taken up for consideration independently in separate files. The issue of some general instructions as regards the manner of dealing with the recommendations of the Conf^ce which are being received in the several branches, seems thus to be called for

Secretary

30 7 12

unless it is intended to refer the matter in its entirety to the I G of E^ds with the direction that the questions may be considered and suitable proposals sent up to Govt separately with regard to each subject

NOTE—Contn sheet

Edn file 37 - 12

Dewans remarks —

3

It is not necessary to delay matters by calling upon the Inspector General of Education to submit detailed proposals on the points under reference It is sufficient and desirable that a general order should be passed generally approving of the proposals and pointing out the Budget provisions which have been made in that behalf The First Counsellor is fully

4 : 4

G R S 12]

General and Pevenue Secretariat

File No 87 of 1912-13

Serial No

4 B/r

Please see Devan's order above & put up draft as in lines ordered by him

23 1/8/12

5 Draft Noted

hm 23 2/8/12

Please get the draft typed in half-margin and submit

7 Typed draft Submitted

hm 2/8/12

hm 23 Secretary

hm 3/8/12

hm 5/8/12

1st Commissioner & Devan

23 7/8/12 hm

8. I have made some alterations in the draft. It may be approved as amended by me.

8/8/12

9 B/r Please see Commissioner's remarks on page 2/n

23 8/8

hm Please see reply noted thereon 9/8/12 hm

NOTE—Contn sheet

GPB—6 000—1 61

G R S 12]

General and Pevenue Secretariat

File No 37 of 1912-13

Serial No	
2750 9 8 12	Dewan 23 9/8

NOTE—Contn sheet

G1B—6 000—1 6 ..

6

Submitted to His Highness

In accordance with the direction contained in para 8 of the Government Order No G 488-535/ G M 36-11-7 dated the 21st July 1911, the Provisional Secretary to the Economic Conference has submitted for the consideration of Government and for such action as they may be pleased to take, the recommendations of the Education Committee, which received at the Birthday Session of the Conference of 1912, the support of two-thirds of the Conference The accompanying draft order proposed to be issued on these recommendations, which has been agreed to by the First Councillor, may be approved

L

"Paper under discussion"

Draft for orders proposed

m

P. Chandra Rao
Lordship

Record of Cases submitted for the Orders of His Highness the Maharaja

Subject

Draft order of Government on the recommendations made by the Education Committee at the recent Birthday Session of the Economic Conference at Mysore

141

Order

Approved

~~KRW~~

13/8/12

Seen

15/8/12

15/8/12

15/8/12

Issue draft order

16/8/12

C R S 12]

General and Revenue Secretariat | Edn File No 37 of 1912-13

Serial No	
2	To the Provincial Secy, Economic Confce + the Dy of Edn no 1633-4 & 20 & 12 Passes orders on the proposals of the Education Committee of the Economic confce for the improvement of Education in the State

NOTE—Contn sheet

No 36 / E C, Encs A B & D 1

DIARY No 469

FROM K Subba Rau, Esq , B A ,
PROVISIONAL S[illegible] R[illegible]
to *the Mysore Economic Conference,*
Bangalore

10/12/13
Education
37
1

To

K R Srinivasa Iyengar, Esq , M A ,
Offg Secretary to the Government of His Highness
the Maharaja of Mysore, Gen & Rev Depts
B a n g a l o r e

MYSORE ECONOMIC CONFERENCE

Bangalore the 19th J u l y *1912*

19

SIR

In accordance with the concluding sentence of para 8 of Government Order No G 488-535/G 1 36-11-7 dated 21st July 1911, I am directed to submit for the consideration of Government and for such action as they may be pleased to take, the following recommendations of the Education Committee, which received, at the Birthday Session of the Conference of 1912, the support of two thirds of the Conference -

(1) "That for the establishment and maintenance of a thousand new elementary schools and for the improvement of 500 existing schools on the lines indicated in the Note appended (Appendix A5) provision be made for an expenditure of Rs 7 lakhs during the next five years and of Rs 2 25 lakhs a year after that period " (28 in favor, none against, Carried Number of members present 39)

(2) "That trained men be employed as Inspecting Officers in future and that the present Inspecting Officers be deputed to Training Colleges to give them an opportunity of acquainting themselves with the latest methods of Primary Education " (29 in favor, none Against, carried Number of members present 39)

(3) "That, as far as possible, trained teachers be appointed as Head Masters of Elementary Schools " (29 in favor, none against, carried Number of members present 39)

(4) "That satisfactory arrangements be made for increasing the supply of trained teachers by improving the existing Normal Schools and establishing additional Normal Schools where necessary on the lines indicated in the Note appended (Appendix A_6)" (28 in favor, none against carried Number of members present 39)

(5) "That Home Education classes for women be encouraged by grants-in-aid under the Grant-in-aid Rules (Appendix A_{14}) " (27 in favof, none against, carried Number of members present 38)

(6) "That all Middle Schools for girls and all Home Education Classes be placed under the control of an Inspectress of Schools " (29 in favor, none against, carried Number of members present 38)

(7) "That all Middle Schools for girls be staffed as far as possible with women teachers " (29 in favor, none against, carried Number of members present 38)

(8) "(i) That all buildings for schools for the backward classes be provided at Government cost (ii) That all class books, slates, pencils, and other writing materials be provided by the Department and preserved in the School (iii) That an experimental Boarding School be established in Bangalore or Mysore on the lines indicated in the Note appended (Appendix B_3) (iv) That admission to the Boarding School be restricted to pupils who have passed the III Vernacular Standard (v) That primary classes for day scholars be attached to the Boarding School and that pupils of these classes be admitted as boarders on their passing the III standard (vi) That the Boarding School be open to pupils of all Panchama Schools in the State that have passed the III stardard (vii) That provision be made in the Boarding School for industrial as well as general Education " (27 in favor, none against, carried Number of members present 38)

(9) "That a certain number of monthly scholarships not exceeding Rs 2/- each be given to pupils of backward classes in lower primary classes of ordinary day schools " (28 in none against, carried No of members present 38)

(10) "That special encouragement be shown by Government to persons of backward classes seeking employment under Government according to their qualifications " (26 in favor, none against, carried No of members present 38)

(11) "That as it is reported that there are 30 places for which villagers are prepared to provide school buildings for the backward classes schools may be opened in these places at once and that schools for 70 more villages which are prepared to receive them may be provided as soon as possible, as included in the five year's programme " (27 in favor, none against, carried No of members present 38)

(12) i "That as the area under the control of the Madras University has at present grown very large and as the educational interests would be better advanced by such a step, a local University on the model of modern teaching and residential Universities may be established as soon as funds and facilities can be made available, steps being taken meanwhile to improve College Hostels and Libraries and to provide for Honours Courses ii That a system of issuing Diplomas in the two Colleges on the plan of the Note appended (Appendix D) may be brought into force at once " (25 in favor, none against, carried No of members present 36)

2 There was a discussion at the Conference regarding the definition of the term "two-thirds of the Conference" occurring in para 8 of the Government Order, as to whether it should be taken to mean (a) two-thirds of the total number of the members of the Conference, irrespective of the members who were not able to be present, or (b) two-thirds of the total number of the members present at the time a proposition is put to the vote, or (c) two-thirds of the number of members voting for, and against a proposition, excluding those who remain neutral In regard to the above Resolutions, the number of members present and those who voted for or against are indicated

3 The Education Committee have devoted a great part of their time and attention to a study of the subjects comprised in the above Resolutions relating to the extension and improvement of primary education, encouragement of female education, spread of education among the backward classes and the establishment of a local University and the Notes of the members of the Committee the Secretary to the Committee & the Chairman which have a bearing on the Resolutions, are enclosed for the information of Government as noted in the margin

1 Extension of Primary Education including Technical Education A2 to A 12 (both inclusive)	/
2 Female Education A 13, A 14 & A 15	/
3 Spread of Education among the backward classes, B 1, B 2, & B 3	/
4 Establishment of a Local University, D 1 to D 4 (both inclusive)	/

4 I am to add that the Committee are strongly of opinion that if the Resolutions meet with the approval of Government and Government are pleased to direct action to be taken on the lines indicated, the educational development of the State would receive a very great impetus, that the education of boys and girls would be placed on a progressive basis and that in comparison with provinces in British India and equally prominent Native States like Baroda and Travancore, Mysore would soon occupy a higher rank than it does at present

I have the honor to be,

S i r,

Your most obedient servant,

K Subba Rau

Provisional Secretary

EDJ

Eng 15
Edu 37-12-1

A

Extension of Primary Education

INCLUDING

Technical Education.

A 2

A PROPOSAL TO ESTABLISH EDUCATION EXTENSION ' IN MYSORE

Importance of Mass Education

The problem of education is to the front to day as it has never before been in India Reformers of every description as well as Governments have thrown themselves into the work with unprecedented zeal Emphasis is shifted from higher education which can only touch the few to Mass education which is of vital importance to the progress of states Lord Lawrence wrote in 1863 that among all the sources of difficulty in our administration and of possible danger to the stability of our Government there are few so serious as the ignorance of the people

Our Universities have not contributed at all events to the extent expected of them to the spreading of knowledge amongst the masses In the Government of India s Resolution of 1904 on Indian Educational Policy one of the demerits of the old system is said to be that in the pursuit of English Education the cultivation of the vernacular is neglected with the result that the hope expressed in the Despatch of 1854 that they would become the vehicles for diffusing Western knowledge among the masses is as far as ever from realisation

Insufficiency of any system of Elementary Education

The tremendous impetus given to Elementary Education by the abolition of fees is not by itself a sufficient remedy for the deplorable state of ignorance which prevails in our country especially in the rural parts As things stand at present the influence of free education is weakened and almost rendered nugatory by two causes

Elementary education is rendered unfruitful

(1) The parents are hardly alive to the importance of education though indications point to the conclusion that if properly approached they are capable of creditable response They do not send their children to school or if they do they withdraw them in too great a haste Most of the boys leave school with only a smattering of the rudiments of learning

(2) Naturally the possession of even the little they have learnt is precarious In the absence of agencies which will keep them in touch with intellectual interests they are sure to forget it in a few years Very little is left to the grown up man except the memory of the hardships he underwent to gain an uncertain control of the three R s

A double purpose to be served

An institution which will serve the double purpose of educating parents and preventing the younger folk from relapsing into their original ignorance is necessary if our Elementary Educational Policy should become efficient and realise the objects for which it was started

University Extension in England

The ends we have in view are similar to those aimed at by University Extension in England though it by no means follows that an identity of methods would be feasible or possible The remarkable thing about the progress of popular education in England is that the need for the Extension system was felt even before 1870 the year of Gladstone s Great Education Act A few years of compulsory education and the need became an urgent necessity The

manhood and womanhood of the country was exposed to the deleterious influences of demoralising literature and of newspapers and novels The half educated are in greater danger of succumbing to the plausibilities of faddists and political agitators than the uneducated 'Little knowledge is a dangerous thing The proper course is not to abolish the little knowledge, but to increase it so that things will be seen in their true relations and proportions There was also the danger of people stagnating which means deteriorating, in their mental life the moment they were absorbed in the routine of every day work and pleasure The situation demanded contact with living teachers and as a corollary to this a good supply of 'Centres of Stimulus and Guidance' i e, itenerant lecturers

Our ideal

The ideal to be kept in view has been admirably summarised by Messrs Mackinder and Sadler "It must teach the girl and youth, it must guide and stimulate the young man and the young woman, it must maintain the intellectual interests of the older generation *For lack of some such complete system a great amount of our immense expenditure on education is running to waste*'

The system conforms to traditional Native State Policy

The essential idea that the system embodies is that if people can not go to school, the school must go to them Our people notoriously can not go to school Partly through poverty, and perhaps mainly owing to the effects of their traditions and social life, they are in a state of chronic, somnolence In England, since the days of the prevalence of Laissez faire doctrines it has become customary to argue each invitation for state interference as a special case Here, however, the Native States Governments have gloried in the ideal of paternalism and hence it is natural both to look to and expect state action in a matter of this kind The Right Hon ble John Morley desired that the fertilising waters of intellectual knowledge should be diffused by a thousand irrigating channels over the whole length and breadth of our busy and indomitable land Our land, alas! is neither very busy nor anywhere near indomitable All the more reason why the task of intellectual irrigation should be undertaken at once It will be of special benefit to our women who have not so many opportunities as the men for broadening their minds It is sure to give life and tone to the instruction given in the elementary schools In England few have benefitted so largely by University Extension as the teachers in the Elementary Schools

Ethical culture and its relation to extension

If ethical culture should be more than nominal it must include the parents and homes of pupils within its scope of operation The recent International Congress on Moral Education has given eloquent testimony to the importance of considering the school as an inseparable part of the home and social environment Without entering into the details of the agreement it can be safely assumed that without a healthier social and family atmosphere the good seeds sown in the Indian Schools have little chance of germinating Some mode of enlightening the people at large must be attempted Otherwise the success of our scheme of moral education will be seriously minimised

To quote Messrs Mackinder and Sandler once again "It (University Extension) gives intellectual interest to life, it con

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Most of the facts regarding the history of University Extension are taken from 'UNIVERSITY EXTENSION HAS IT A FUTURE?' by Mackinder and Sadler (Clarendon Press)

duces to sobriety of political judgment the study of national literature and national history inspires patriotism In short such training imparts higher ideals of life of citizenship and of religion

Different kind of Extension

Extension comprises not only University Extension a thing much too big to be attempted here but minor channels of enlightenment like People s lectures Continuation Schools and so on

It is not possible to introduce Western systems in their entirety For us all thought of self supporting private institutions which pay regularly and spend largely must for some time be a matter of pious wishes and wistful dreams The Government must finance and control all such projects

The Proposal roughly is something l ke this

The Detailed Scheme —

I This shall be called the Education Extension System of Mysore

II OBJECTS —To diffuse knowledge amongst the masses by means of itenerant lecturers

III (*a*) Eight lecturers will be a very good thing but a beginning can be made with four or five

(*b*) Qualifications —Graduates with sound knowledge and varied interests thorough command of vernaculars and fluency of speech

(c) Special training —In as much as they will have to deal with a variety of subjects special training is necessary A probationary period of *two* years may be allowed Agriculture Elementary Science and Hygiene will (if need be) be included in the subjects they will study They shall be placed under the general supervision of an officer chosen by the Government to be known as Supervisor of Education Extension

Pay during probation Rs 40 *after* Rs 50 5 100 exclusive of travelling allowance &c

IV EQUIPMENT —Magic lantern slides etc An assistant to work the lantern on Rs 10 a month may be engaged

V On tour for at least 7 months in the year

HOLIDAY—One month

REMAINING four months to pursue studies and prepare programes for future courses of lectures under the supervision of the Officer mentioned above

VI SUBJECTS —All except controversial points of religion and current politics They shall not take part in any political agitation calculated to subvert the authority of Mysore or British Governments

Prof Stuart s Exhortation to Cambridge

This memorandum can be aptly concluded with the memorable words of Professor Stuart who more than any other laboured to establish the Extension system on a secure and permanent basis He reported to Cambridge University that in any scheme he must be prepared to meet with disappointments

and in some quarters with want of response I believe that it is not only our duty to foster and encourage a demand for education wherever it exists but by the attitudes we assume, to endeavour to call it up where it does not exist or has not the energy to express itself'

A Hopeful Future

The most hopeful future of this scheme is that we should be moving on the lines of traditional and national institutions like the Ramayana Sastries or the Mahabharata Pundits who have done so much to make the HINDU HOME the abode of peace, contentment and piety What we suggest is no innovation but the restoration of the ancient and effective system of itenerant preachers so modified in object and methods as to suit the needs of an ever advancing modernism

C R REDDY.

A 3

A few suggestions for improving the quality and enhancing the usefulness of Primary & Seconday Education in the State by Mr M Srinivasa Rao, B A , Inspector of Schools

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1 Arrangements may be made to supply promptly materials required for Manual Training in the existing centres of Sloyd Paper or Wood A special allowance of Ps 5 a month may be sanctioned for a competent Card board work teacher in every important Anglo Vernacular School or Vernacular Middle School

2 An Annual Educational Exhibition may be held in the head quarters of each district with a view of testing the progress made in general and technical branches of education In addition to lectures on and demonstrations of up to date methods of teaching tournaments of juvenile sports games and wrestling may be held

3 Special and Sessional Classes may be held in all district head quarters in order to train masters in the methods of religious and moral teaching on approved lines

4 Public annual examinations in religion and morals for the Hindu and Mahomedan students may be introduced and prizes awarded to the best candidates of each community con duct marks obtained by each successful student in his class have to be taken into account in granting a certificate of honour in so far as character building is all important

5 The demand for qualified Music Teachers for Girls Schools is increasing year after year The majority of Singing Masters in Government Schools are men of old type and they do not posses even the vernacular their standard qualification in literary subjects At present there are few female candidates fit to be employed as Singing Mistresses Therefore it will be very beneficial both to the departmental efficiency and to the development of the fine art if a proficiency examination in music vocal and instrumental be instituted after the model of the proficiency examination in sewing and needle work In this connection the services of Mr H I Krishna Rao, B A Music Teacher Government Norman School Mysore can be utilised to a great extent

6 The system of instruction in sewing as it now obtains in Government Girls Schools is far from satisfactory There is not a single Departmental Girls School in the State adequately equip ped for training girls for the proficiency examination in sewing It is high time that a training class for mistresses in plain and fancy sewing and needle work be opened in the Maharani s College Mysore

7 The scheme of School Gardens is not yet sanctioned It proposed that a Horticultural Class may be started in connection with the Botanical Gardens in Bangalore for the special advant age of teachers and others intended in practical gardening

8 That at least a dozen stipends of Rs 7 each per mensem may be sanctioned for students of weaving community and of depressed classes like 'MADIGAS AND HOLEYAS in order to enable them for undergoing training in the improved methods of hand loom weaving and leather work

9 As a rule most failures in public examinations occur in English alone It will be a long time before all the A V and the High Schools can have normal trained English Teachers In the meantime printed copies of 'ENGLISH SCHEME showing the direct which is essentially an intelligent and realistic method of teach ing that foreign and difficult language to Indian students may be distributed to all Anglo Vernacular and High Schools for the guidance of the masters concerned

10 The problem of establishing some Model Rural Schools for boys and girls in every district and thereby improving the condi tion of Village Elementary Schools deserves the early considera- tion of the Education Committee In this connection attention is invited to be courses of studies adopted in Aston Cote Elementary School and the 'Council School Halifax Copies of the schemes of teaching, notes on organisation and ideals and aims, are attached to the Report on the Allahabad Exhibition

M SRINIVASA RAO

ENGLISH SCHEME

INTRODUCTION

The teacher will make note of the commonest errors in speech and in spelling and will miss no opportunity of correcting them The teacher should remember that Every lesson is an English lesson A quiet but distinct tone should be cultivated throughout by teachers as well as scholars and the teachers should as far as possible refrain from repeating the answers given by the scholars as this habit encourages slovenliness of speech and inexact and incomplete answers The devices among others will be adopted for obtaining fluency and readiness of speech

(*a*) Reading of pictures

(*b*) Relating of stories from history lessons &c

(*c*) Production of the substance of what has been read or of the poetry learnt

(*d*) Chatting with scholars about the school and its contents the life of the children &c

(*e*) Writing answers to questions bearing on the work done

Each written composition should have a distinct aim the cultivation of the imagination the training in the making of a clear and full statement of a fact or a series of facts the clear setting forth of arguments for and against something or other and the like In the reading singing and recitation lessons pronunciation correct breathing distinct utterance &c will receive careful attention

Poetry

In this branch of study everything will be subordinated to the desire and aim of inculcating a love of poetry in the scholars For this purpose a number of poems will be read to the boys and by the boys some of them being learnt by heart No poem will however be repeated *ad nauseam* for the mere purpose of ensuring its exact production by each member of the class The poem will be read and discussed before being learnt an attempt being made to get the boys to realise the circumstances of the poem and to enter as fully as possible into the meaning of it Some interesting facts should be given about the author and other poems by him should be read and referred to The boys should be led to see the felicity of the language used and the beauty of the thought expressed in the poem Rhyme and rhythm inversion and other devices in composition the import of the figures (similies and the like) introduced should be dealt with according to the age and class of the scholars The connection between music and verse should also be dwelt upon It is intended that the best poems of this and other years should be revised at times so that the boys may acquire a repertory of good poetry of their own No simultaneous repitition of poems will be permitted

HALIFAX

BRITTON ROAD COUNCIL SCHOOL

(1) Organization

(2) Ideals and Aims

The Infant School is staffed for an average attendance of 210 with one Head and 5 assistant teachers The Junior Department with the same average has the same staff while the senior school with 390 average has one Head and seven assistants There is a Principal responsible to the Education Committee for the smooth and efficient working of the school Of the 21 adult teachers thus employed six are men and 15 women and all save one certificated

As in all other Halifax Council Elementary Schools each teacher is allowed 40 pupils in average attendance and as nearly as possible this regulation is conformed with Some three or four student teachers each year are taught something of the practical work of their profession Each spends a term in each department under the special personal direction of the principal

There are 60 children working half days at mills or employed at home and partially exempted These are all in one class known as the P E (Partial exemption) class with an average attendance of 30 If at the age of ten a child is not able to take up the work of the Senior Department he or (she) is put into a small C O (Contracted out) class (average under 20 children) where individual attention is easier and this individualizing results frequently in an abnormally backward child gaining confidence and acquiring sufficient grasp of mind to join his or (her) normal companions Two years work in this small class produces at times wonderful results If left with an ordinary class these children attract more than their fair share of the teacher's time are calculated to disturb their teacher's patience and retard the progress of the brighter children These two exceptional classes are outside the ordinary organisation They have special time tables and special Curricula

On leaving the Infant Department at seven a child has 12 classes to pass through in the six years remaining of his school life Reorganisation and promotion take place twice a year Christmas and Midsummer allowing a normal child one term in one class of course many children are able to miss a class and so reach the first class at 11 or 12 and supply candidates for County Council Scholarships or how to keep the highest class well filled At all times great care is taken that their progress should be natural and not forced On the other hand a few from sickness or other cause fall behind and have to take one term's course twice over but these are not numerous

Generally one teacher has the same children through their career in a particular department and not unfrequently a mistress will begin with a set of children as babies and teach them till they reach the Senior Department (from their being 3 to 10 years old)

The underlying principle is that the child itself is of more importance than the subject taught or the stage of its own development In this way in imitate continuous and sympathetically

human relationships between children and teachers are set up that have deep reaching moral and educational influences The professional advantage of being able thus to observe the growth of the child s mental and moral forces for continued and interesting periods cannot be over estimated neither should the fact be lost sight of that the constantly varying programme keeps the teacher s wits alive and helps to cultivate an inquisitive and acquisitive mind

Educational Value

The Halifax Education Committee places a very high estimation on physical training and development and so all the time permitted by the Board of Education during school hours is utilized to the full and a good deal of time is given by teachers to cricket, foot ball and hockey outside these hours The school premises are well ventilated and well placed Two large Recreation halls provide room for 'Physical exercises as defined by the Board for dancing and for games and free play a reality

Skipping specially during the morning and afternoon vacation is made much of by the staff, and there are but few of the 600 children over seven who have not ropes of their own There is a Skipping Carnival (races etc ,) on the boys play ground at the end of July and it is popular A school doctor has been employed by the Local authority for the past dozen years

A good deal of time is given to handicrafts Beginning with the Infants department carton work is continued throughout the junior and senior schools, the boys receiving instructions while the girls are at needle work Clay modelling is taken by all children in infant division but is confined to boys only in the senior

Cookery is taught to girls of 11 and upwards and wood work to boys These two subjects are under special teachers

Ideals and Aims

It might not be out of place to add that a great effort is made to secure the happiness of children, to cultivate a real love for each other and for school Is not the ability to and desire for, love developed as are all other faculties ? Is not Learning by doing the rule in the highest as in the ordinary sphere of ('Pedagogical activities) First and Best of earthly joys ? He loves the little girls and boys Which of all does he love best ? Why the one that is happiest This desire is to have school associated with good things good times and good people, means *individual liberty*, liberty to ask questions freely to criticise fearlessly, and vocal self expression is spontaneous As far as is consistent with school discipline, fear is banished and restraint except cultivated self restraint is absent

In a score of different ways the self command is cultivated No children speak in their teacher s temporary absence An upper class can be left to do its given work for half a day Boys or girls who can swim and have self control are free of the bath at cretain times The boy captain gets his class in and out of school orderly and expeditiously under the care of certain steady children monitors wearing the school badge who are free of their premises The 'Mornings moral lesson frequently derives its force and insistence from the illustrations which the school s ordinary work affords

There is a good school library supplied by the local authority Books are selected by a Committee consisting mainly of teachers

ASTON COTE ELEMENTARY SCHOOL, MAY, 1910

SCHEME FOR RURAL EDUCATION

The purpose of education is to lead the child into the fullest truest and most fruitful relations with the world in which he lives

BOYS —

Land Cultivation is the future employment of the average boys of the country district therefore gardening has been chosen as the core of this scheme

HISTORY —

History—Short history Ordinary syllabus Supplementary history of the country

ENGLISH —

GEOGRAPHY —

The various parts of the earth will be studied as follows —

(1) Position with regard to land and sea

(2) Latitude Prevailing winds

(3) Climate rainfall rivers soils productions vegetable mineral and animal Industries of towns Commerce Exports and Imports

An attempt will be made by dividing the countries into "Natural regions to show clearly the influence of physical features on the life of mankind vegetable &c

In the consideration of climate attention will be made to maximum and minimum temperatures of places as well as the average temperature Stress will also be laid on the importance of studying seasonal distribution of rain as well as annual rainfall in order to understand the effect of climate on vegetation The geography of the country will receive special attention

RURAL SCIENCE —

The plant as a whole Flowers and fertilisation How seeds are scattered? The structure germination and growth of seeds

A 4

A NOTE ON THE PRESENT EDUCATIONAL NEEDS

Classes of students seeking instruction

It will be helpful in determining to educational needs of the present time to classify the students that ordinarily seek instruction at school First among them are those that join the school with a view eventually to enter upon a University course secondly there are those who though they do not look forward to such English Education as their goal have yet the inclination as well as the convenience for receiving instruction of a moderately high standard through the vernacular and lastly come the large number of children who for various reasons do not continue in school beyond the primary or the middle stage

The first class of Students

2 The first group of students whose aim is University education is numerically small but it forms the most important section of the student population

One disadvantage under which they now labour

There is one feature of the present arrangement for educating these students which appears to handicap them to a considerable extent According to the course of study now in force it takes even a bright boy supposing he receives his education throughout in a school 11 years to reach the Matriculation class while 15 or 20 years ago it was not at all uncommon for students to reach the same standard in about 6 to 8 years Since parents do not generally send their children to school until after the completion of the 6th year the average age at which students trained according to existing arrangements can pass the Matriculation Examination will be 18 This is for too advanced an age to matriculate for students that aim at taking the honours or the professional degrees The minimum age limit fixed by the University in the case of candidates appearing for the Matriculation Examination is 15 years and the lower school course should therefore be so framed as to make it possible for a boy of average ability to enter the University in his 16th year Any programme of school work which renders this impossible is unduly long The present course of 11 years for the Matriculation has to be reduced by at least 2 years and this reduction can be made by taking away one year from the compulsory primary course and one year from the anglo vernacular course The former change only means the granting of permission to begin English after pupils pass the first standard instead of the second as at present and the latter change may be effected since the subjects now prescribed for the first three A V standards can well be compressed into 2 years

Removal of the disadvantage before

The second class of students

3 This section also of the student population is at present a small one but it is continually growing in numbers especially after the raising of the standard of the Matriculation examination Many students who under the conditions that obtained some years ago would have attended English schools now seek admission to the Vernacular Upper Secondary classes in the Mysore Normal School and every year there are more applicants than can be admitted This eagerness on the part of students who have attained the Lower Secondary standard to continue their vernacular study may be taken as a sign of the awakening of the people to a sense of the importance of vernacular education Whatever advantages may indirectly result from English education instruction in the vernacular should always form the back bone of the general system of education of the community It is thus of importance to make adequate provision for imparting not merely primary but also secondary instruction through the vernacular There is at present only one Kannada High School in the State and that school is in the main intended for such as desire to become teachers A few Vernacular High Schools intended for the General Student have to be opened and this may be done at comparatively small cost by raising

The need for higher vernacular education

Need for satisfying this desire by establishing Vernacular High Schools

flourishing middle schools to the Upper Secondary standard The Upper Secondary course as at present fixed, is one of 2 years and the transformation of a middle into a High School means the addition of only two teachers to the existing staff one a graduate for teaching general subjects and the other, a Kannada Pundit for teaching languages The instruction imparted in these secondary schools should be free the ideal being to make primary education free as well as compulsory and vernacular secondary education free but not compulsory Many of the students that join vernacular secondary Schools may ultimately become teachers of elementary schools which are now almost wholly staffed with Lower Secondary men and thus contribute to the efficiency of educatien in its primary stages

Comparative inexpensiveness of opening such High Schools

One important result of providing for higher Vernacular education

4 This class comprises the largest number of pupils and the arrangements for their education are consequently very important The first need here is the determination of a curriculum specially suited to the requirements of the children that come under this head The present practice of following a uniform course of study in all schools, whether they be rural or urban is not altogether satisfactory An elaborate scheme of work modelled on that of primary schools in advanced countries may suit some of the town schools attended by children of high social standing but for the average village school such a scheme is too advanced What is wanted for the latter type of schools is a much simpler curriculum comprising only the *Basal* Subjects of primary instruction All attempts to introduce what are called Kindergarten Subjects into these schools should in the present stage, be definitely discouraged for, in the absence of expert teachers such attempts will only lead to a neglect of the essential work of the Primary School A differentiation of the primary curriculum as here suggested does not involve any sharp distinction between the courses of work for different sets of schools In the nature of things a large element of the work is bound to be common to all primary schools The only difference will be that while in Village Schools attention will be confined to the *main* subjects, in the elementary standards of town schools permission will be granted to teach certain *auxiliary* subjects as well The simplified curriculum for rural elementary schools may provide work about 4 years and include Reading Writing and Arithmetic with Geography added on in the upper classes Observation lessons correlated with Drawing should form part of the work throughout the course It is necessary to lay special stress on these lessons for, When well conducted they help to remedy a radical defect in the generality of our children The lack of specially qualified teachers should not prevent the introduction of Drawing into the Primary School, for the subject appears here not as a technical one but only as a part of observation lessons, and all teachers can attempt to teach Drawing in their schools

The third class of students

Need for a suitable curriculum

One uniform curriculum for all schools urban and rural unsatisfactory

Curriculum for rural Elementary Schools

Importance of observation lesson in Elementary Schools

5 It appears undesirable to give a distinctly practical or vocational bent to education in the rural Elementary school although the children attending it are very soon to enter upon the business of life The need for general training in this stage is much greater than that for special instruction and any attempt at training boys for practical pursuits in life from this early period is likely to result in more harm than good

Vocational bent to education in rural Elementary schools undesirable

As in other stages, the instruction imparted in the primary stage also needs to be practical, but this end has to be attained not by importing into the curriculum of the elementary school subjects like carpentry or pottery but by adopting *practical methods* in teaching *general subjects* A subject like Arithmetic or Geography for instance, can be handled in a thoroughly practical manner and associated with a host of facts

Instruction to be made practical by proper methods of teaching but not by teaching practical subjects

within the experience of the village child Such a procedure will develop the practical intelligence of the pupils and the development of practical intelligence is more necessary at this stage than teaching mere handiness which ought to form the aim of a technical and not of a literary school

Improvement of the methods of teaching in Primary schools

6 The mending of primary school methods is even more important than the revision of the primary school curriculum for it is adherence to what is known as the Rule of Thumb that vitiates so much of even the earnest work that is now being done Improvement in respect of teaching methods involves the question of training teachers which will be referred to later on Here it may be stated that early steps should be taken for the replacement of untrained by trained teachers in all elementary schools Meanwhile wherever well qualified teachers are employed the adoption by them of rational methods of teaching should be strictly enforced and even where schools are under uncertificated teachers unsound or imperfect methods should as far as practicable be discountenanced

Replacement of untrained by trained teachers

Need for Middle Schools

7 To compass fully the interests of rural education it is necessary to make some provision for an extended or continued course of instruction for about 3 years to boys who after passing through the Elementary school desire to take a further course of school training The demand for such further education may not be great now but large numbers are sure to seek it as the benefits of education are appreciated more and more A practical scheme of study may be drawn up for these continuation schools As the future occupation of the majority of boys belonging to rural parts is cultivation of land the instruction given in these schools should be Agricultural in tone Practical Gardening Agriculture Manual occupations incidental to farming occupations Mensuration Hygiene and such subjects may be included in the curriculum But even here the necessity for developing mental faculties should not be lost sight of and general or culture subjects like Canarese literature and science should be retained

Course of study to be suitably Agricultural in Middle School

Recognition of Indigenous School

8 Whether a larger number of indigenous schools than at present require to be recognised as fit to educate children in the earlier stages is a matter for careful investigation Several of these schools are no doubt at present in a hopeless condition being managed by persons who have become teachers mere as a make shift than out of any love for the teachers work It would still be a pity if a provision already existing for the education of child were to go mostly unutilised The distinctive advantage of the private school is in the elasticity of its system and the scope it affords for variety in work The State schools will always be more or less stereotyped in form and the schools maintained by the Christian Missions are not likely to be far different for the guiding principles in both cases are practically the same so far as secular education goes Therefore the extinction of the Indigenous school would mean uniformity of practice in education For the purpose of fostering variety it is necessary to extend Government help to all Indigenous schools that serve any useful purpose of general education In the beginning they may be aided under special conditions

Training of teachers of Indigenous school

By offering liberal scholarships Government may also induce the younger among the teachers of these Indigenous schools to get themselves trained in Normal Schools or in special Normal classes instituted for the purpose The awarding of a grant or a scholarship should not however mean curtailment of powers The teacher should continue to have full freedom in the control of his school and in the choice of methods Government only ensuring that the arrangements made are adequate to meet the minimum requirements of primary instruction When the number of such Aided private schools is sufficiently large Government may appoint as an

Inspector of those schools a person, who is known to be in definite sympathy with freedom in educational methods, and that officer's collective experience of private schools and their methods of work may, when found valuable, be utilised in the improvement of elementary instruction as a whole

Appointment of an Inspector for Indigenous Schools

9 Before leaving the subject of primary instruction one or two observations may be made regarding the system of training infants known as the Kindeargarten This system has not yet become naturalised in this country It is new and anything that can be done now will only be in the nature of an experiment The men engaged in this experiment should possess special aptitude for the work and extra facilities such as good school accommodation and fit appliances should be provided for working the system It is not enough if the teachers merely have a correct knowledge of the principles of Kindergarten They should possess the right spirit and should even by endowed with some power of initiative Even among trained teachers there are not many that answer to this description In these circumstances to require a large number of schools to follow the new methods can only lead to a waste of energy There is even the risk of bringing those new methods into discredit It is therefore preferable at this stage to confine the working of the new system in all its details to a few select schools Those at the headquarters of districts and at other large centres where parents are alive to the importance of educating children on new lines may be taken up first and the men and means now available, distributed among them

One or two observations regarding the adoption of the system of Kindergarten

Working of the kindergarten system may at this stage be confined only to a few schools

As success attends these efforts, the working of the new system may gradually be extended

General extesion of the system may be made gradually

10 In any scheme for the improvement of education the question of training teachers should occupy a large space The present deficiencies under this head are the following —

Training of teachers

I The provision that at present exists for training teachers is inadequate in various respects —

Present provision for training inadequate

(i) The annual output of certificated teachers falls far short of the actual requirement The three Normal Schools together train in a year about one hundred teachers inclusive of Mahomedans About three fourths of this number receive only the Lower Secondary grade training which is of an inferior standard If the demand annually arising from retirement of teachers and increase in the number of schools and scholars is to be satisfactorily met, a much larger number of persons should be trained For this purpose, the number of Normal Schools has to be increased or the scope of the existing ones extended

Number trained annually is less than there is demand for

Need for increasing the number of Normal Schools or extending the scope of existing schools

(ii) Only teachers of Kannada Schools are now selected for a course of study in Normal Schools and there is no arrangement of training teachers of English Schools, although the need for training in their case is not any the less To supply this deficiency an English training class has to be opened in the Mysore Normal School or a separate English Normal School established

Need for training teachers of English Schools

(iii) The teachers now trained are almost wholly of Government Schools and the certification of Aided school teachers is overlooked Aided schools also being engaged in public education, it is the duty of the State to see that the arrangements made for giving instruction in them are efficient Gov

Training of Aided school teachers now overlooked

ernment may set apart a number of scholarships in the various Normal Schools for teachers from Aided schools or may insist on aided agencies maintaining their own Normal Schools by making it a condition of recognition for grants that a certain proportion of the staff shall be technically qualified

A g ment f r t a g W m n t che i d q te

(iv) Considering the increasingly large number of Girls Schools and the desirability of gradually replacing male teachers in them by mistresses the present arrangement for training women teachers is totally inadequate As in the case of male teachers there needs to be a separate institution for training women teachers

No p o f tr i goft h r o t ed

(v) There Is at present no provision for the re training of teachers at fixed intervals Without such re training teachers cannot keep th ms l es abreast of the chan es in methods of tea hing and school organisatic n

The provision for re trainin may take the form of vacation courses lasting for about 2 months and the selection of teachers for undergo ng these courses may be made from among those who received their training eight or ten years previously

T ed t ch g t at p t n cl a dv t g ve th t ed

11 Those who prepare themselves specially for the teacher s work by undergoing training are at present given no clear advantages over those wl o do not Not to recognise duly the importance of training will be to frustrate the obj ct of getting teachers trained The needed recognition may be shown in the following ways —

M n m m p y f t i d t ch to b fi d t R 1 p r m m

(i) The minimum pay of trained teachers may be raised to Rs 12 l or this purpose it is necessary in the first place to fill up vacancies on Rs 12 and mor by certificated teachers and in the se cond place to have a special allotment of funds from which to give an increment of Rs 2 to trained teachers when th y are appointed to vacancies carrying only Rs 10

H re fter t d m n t to b app ted p m ne tl

(ii) Permanent additions to the ranks of untrained teachers should be immediately stopped The present practice of first entertaining teachers permanently and then sending them to Normal Schools leaves in most cas no i centive to profit by training I rom the standpoint of Normal Schools it is certainly preferable to have for training men who have been teachers for some time and have thus acquired experience of schools and children but it is not necessary on that score to make permanent appointments Untrained m n may be employ d temporarily and sent to Normal Schools after a period of probationary service rendered if possible under a trained head master Their confirmation should be ma le dependent on success in the Training School

T d p to be posted s He dma t

(iii) Selections for Headmasterships may as far as possible be made from among trained men for it is more useful to have a trained teacher as Headmaster than merely an assistant A trained Head master may improve the tone of the whole school

G dual r pl ce m nt of u t a d by t d I pec tors of Scho l

(iv) Inspecting officers should gradually be replaced by train d men The number of trained graduates now in the Department is too small to render such replacement possible More graduates than now should be sent to the Teachers College at Madras yearly for undergoing training and it is desirable to select for this training graduates that have passed with distinction or teachers already in the service who have shown marked ability

Undesirability of combining general and training classes In the present Normal Schools

(v) The present practice of including general classes in Normal Institutions reduces the importance of training in the eyes of the public and should therefore be discontinued Besides this the disciplinary conditions of an institution intended for training teachers are different from those of an ordinary school Normal Institutions should, therefore, be closed to all those that have no idea of entering the teacher's profession

Need for good School Buildings

12 Before concluding this note a reference has to be made to the desirability of having satisfactory buildings for schools Good accommodation is essential to efficiency in education and it will therefore, be necessary to make every year as appers to be the case in Baroda, a special allotment of funds for the Construction of school houses of approved design A yearly grant of about a lakh of rupees will provide decent and useful buildings for many of the important schools in the State in the course of 20 or 30 years

30—3—1911 M HIRIYANNA

A 5

EXTENSION OF PRIMARY EDUCATION

37

According to the recent Census there are 16 830 villages in the Mysore State Of these 2 831 are villages having 500 or more inhabitants. There were 4 609 villages having 300 or more inhabitants in 1901 The total number of Primary schools in 1909 10 was 3711 with a total enrolment of 98 311 (Page 17 of Report) The percentage of boys of school going age in the primary stage was 23 8 (Page 17) and of girls 3 4 (Page 26) in 1910 It will thus be seen that the present expenditure on Primary Schools which is Rs 37 lakhs will have to be more than quadrupled if only *every boy* of school going age is to be brought under instruction If the urgent necessity for making an adequate provision for the education of girls also and for improving the quality of instruction given in public Elementary Schools by making suitable provision for an adequate supply of trained teachers be also taken into account the amount required will be very much larger It will be noticed that to these items the cost of building will have to be further added An attempt at universal education may therefore precede Compulsory Education when there are hundreds of villages which are ready to receive schools if Government can only find the funds to open them From the replies received from 27 Amildars in answer to an inquiry from this office it is noticed that 397 villages are ready to receive schools in the 27 Taluks most of the villages offering to provide school buidings also The safest course seems therefore to be to begin by providing a thousand schools during the next five years An estimate of the cost of opening these schools is given below —

STAFF

			Annual Cost
(*a*)	200 schools with 2 teachers *i e*		
	500 Headmasters at	Rs 15	
	100 Headmasters at	12	
	200 Assistant masters at	10	
			Rs 54 600
	800 schools with one teacher on	10	96 000
(*b*)	100 Allowances at Rs 2 for qualified male teachers employed in Girls Schools and Schools for Depressed Classes		2 400

There are 49 trained teachers who have been getting Rs 15 and 77 who have been getting Rs 10 It is very desirable that these should be employed as Head masters and their salaries raised to Rs 15 and 12 respectively The remaining 73 places on Rs 12 are intended for such teachers as may be retained during the next five years

(*b*) Qualified male teachers do not wish to leave either in Girls Schools or in Schools for Depressed Classes It is desirable therefore that there should be some compensation for the greater responsibility attaching to teachers working in these schools

			Annual Cost
(c) In 1909 10 in the Bombay Presidency 373 new schools were opened from a special grant of Rs 114,000 Pay of teachers improved from a special grant of Rs 144 000 Trained Head Masters get Rs 12 Trained assistant and qualified Head Masters get Rs 11	**Contingencies**		
	1,000 Schools at Rs 10 a year		10,000
	Equipment		
	A Table	Rs 6	
	A Chair	„ 4	
	2 Benches	„ 8	
	Seats and desks for 40 boys	„ 10	
	An Almirah	„ 15	
	A Time piece	„ 3	
	Ball frame	„ 1	
	Maps	„ 10	
	Globe	„ 3	
	Pictures	„ 10	
	Bell	„ 1	
	Books	„ 5	
	Black board	„ 4	
	Other equipment	„ 10	
		120	
	For 1,000 Schools		1,20,000
	Buildings		
The remaining 500 buildings are expected to be provided by the villagers While it will not be obligatory on the part of the villagers to provide buildings in working out the programme preference will be given to villages in which buildings are provided by the villagers	100 large buildings at Rs 1,000		100,000
	200 small ones at Rs 600		120,000
	200 Contribution at Rs 150 for each		30,000
			2,50,000
	Total Cost of 1000 New Schools		~~163,000~~
	Recurring		~~1,64,800~~
	Non recurring		3,70,000
			5,33 000
	Improvement of Existing Schools		
(a) On an examination of Returns from 1 758 schools it is seen that for an average of 28 pupils on the rolls of a school 71 pupils of school going age are not attending any school When increased accommodation is provided it may be safely presumed that of 1235 Government schools 500 at least would need an additional teacher 150 places on Rs 12 are intended for qualified Head masters of large schools	(a) Additional staff for 500 schools, i e, 150 at Rs 12, ~~63,600~~ 350 at Rs 10 63,600		
	Equipment for do at Rs 60 each	30,000	
(b) The Returns referred to above also show that 537 Government schools are not provided with suitable buildings and the Returns from the Deputy Inspectors show that 434 buildings are not satisfactory It may, therefore, be presumed that at least 500 schools are in need of better buildings for which a contribution of Rs 150 for each school may be paid by Government	(b) Contribution for 500 buildings at Rs 150 each	75,000	
			~~1,63,600~~
	Total cost of improving 500 existing		
	Recurring		63,600
	Non recurring		1,05,000
			1,68,600

The entire cost of working out the scheme may be spread over five years by allotting 1/3 of the amount for the first year and of the remaining amount or each of the four succeeding y ars

While the introduction of a sy tem of Compulsory Education throughout the State can thus be postponed for a time the beneficial effects of introducing it at least in the two cities of Bangalore and Mysore cannot be overlooked

The mo t expedient way of procedure would be to introduce a regulation giving power to Government to introduce compulsion to selected areas We may begin with the large towns and pro vide for enlarging existing schools &c according to needs A definite sum say Rs 50 000 may be set apart for this purpose The Inspector General of Education should be empowered to sanction additional establishment within Budget limit making a Report to Government A Regulation is also prepared and submitted for consideration

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Mysore Econ. Conference

20 2 1911

Appendix I

The following Tabular Statement is appended for comparison —

	Area Sq Miles	Popl t 1901	Revenue Lakhs	Total expenditure on Edn Lakhs	Expenditure on Primary Edn Lakh
Mysore	7 036	5 18	149 2	18 3	3 7
Barod	8 69	19 0 927	133 5	12	7 5
Travancore	6 730	29 1 038	94 0	5	3 7
Cochin	1 417	8 12 075	39	79	1 35
Japan	14 700	4 70 00 000	34 0	7 0	450

A 6

NORMAL SCHOOLS IN MYSORE

The importance of maintaining a system of thoroughly equipped and efficient training schools is now fully recognised In Bengal Bombay Madras Central Provinces Travancore and Cochin attempts have been made to increase the number of training schools as well as to improve them In East Bengal and Assam there were in 1909 10 52 Training Schools with 1 102 pupils on their rolls In the Central Provinces 501 out of 1 112 passed the Primary Examination for teachers in 1910 In Bombay out of 20 514 male teachers and 1 200 women teachers 6 549 and 529 are trained teachers the percentage of trained men being 31 0 and of trained women 44 In the year 1910 the increase in the number of trained teachers was 340 In Cochin out of 796 teachers in Sircar schools 325 are trained and out of 796 teachers in Aided schools 165 are trained In Travancore out of 160 B As 130 F As and 240 Matriculates 70 47 and 59 respectively are trained teachers In Mysore there are three Normal Schools and two training classes for women teachers which had on their rolls in 1909 229 students of whom not more than 100 were in training sections A reference to page 71 of the Report on Public Instruction in Mysore for the year 1909 10 will show that out of 3 496 teachers employed in Government Anglo Vernacular and Vernacular Middle Schools and Primary Schools only 316 hold Teachers Certificates

The question of reorganising the Normal Schools is therefore one which requires early consideration

In the Mysore Normal School besides the two training sections there are the Upper Secondary general classes and the Pandits Classe Corresponding to each Kanada class is a Hindustani Class A few Muhammedan teachers find admission into the Normal schools at Kolar and Shimoga also It is desirable to abolish the Hindustani sections in all these schools and open a Central Muhammedan Training school in Bangalore This institution may be located in close proximity to the proposed Model Anglo Hindustani School to which may be attached the Upper Secondary and Moulvi Classes provision being made in the Training School for training 20 Upper Secondary and 30 Lower Secondary candidates The Kannada Upper Secondary General Classes and the Pandits Class of the Normal School may be similarly detached and attached to the present Practising School converting it into a Kannada College The training classes of the school may be removed to the new building proposed to be constructed for the school Provision may be made in the reorganised school for the admission for thirty Vernacular Upper Secondary candidates thirty English Upper Secondary candidates and sixty Vernacular Lower Secondary candidates The course for the Upper Secondary candidates may be of one year and for the Lower secondary candidates one of two years Accommodation in the new building would thus be required for six classes For the Lower Secondary candidates and if possible for the Upper Secondary candidates also the subjects of instruction should include such general subjects as language arithmetic geography nature knowledge elementary science and manual instruction In years in which the number of Vernacular Upper Secondary candidates seeking admission is unusually small vacancies may be filled up by the admission of English candidates,

The Headmaster has prepared the following estimate of the cost of the reorganised school

Buildings including Hostels and Headmaster s Quarters	2 06,000
Furniture and Equipment	25 000
Recurring Charges (additional)	23,670

stipends of Rs 10 are recommended for all candidates under train ing This amount in the case of those that have to undergo Lower Secondary training and in the case of those that attend the Upper Secondary general class may be reduced to Rs 8

The two existing District Normal schools may be improved and one additional school started at Tumkur The building in which the Hindustani school is held may be made available for the Normal school, a new building being constructed in a convenient place for the Hindustani school if a suitable building cannot be rented Provision should be made in each of these schools for the admission of 60 pupils every year

The training section of the Maharani s College should be strengthened by making a provision for the admission of 30 students every year No additional accommodation or staff would probably be required for this section // Some specific form of en couragement to trained teachers is necessary to induce young teachers to join training schools with ready alacrity An addition of Rs 2 to the pay of a Head Master and of Re 1 to that of an assist ant master when either happens to be a trained man would go a great way to remove the discontent that now prevails among trained teachers The stipends provided may be paid in full to those students and teachers that join the hostels provided for them half the pay not exceeding Rs 6 in the case of teachers and half the amount of the stipend provided in the case of others being paid when they make their own arran,ements for board and lodging

New para

As far as possible girls selected for trainin, should be from stations where they are to be ultimately employed, a certain salary say Rs 20 t 25 being guaranteed in the case of those that succeed in passing the final test prescribed for them in th first class and Rs 15 t 20 to those that secure an ordinary pass

The cost of the whole scheme would be —

MYSORE NORMAL SCHOOL

(According to the estimate furnished by the Headmaster with slight modifications —

		Total non recurring charges	Total recurring charges
		Rs	Rs
School buildings including Hos tel	1,90,000		
Headmaster s Quarters	7 000		
Warden s Quarters	3,000		
Furniture and Equipment	25,000		
	———	2,25,000	
Establishment Charges	10,670		
Increases under Stipends	15,000		
	———		25,670

		B F 2 25 000	25 670
District Normal Schools			
NEW SCHOOL AT TUMKUR			
Building for the Hindustani School	5 000		
Furniture for the Normal School,	3 000		
		8 000	
Stipends 120 at 8	11 520		
Establishment 2 100 3600	3 600		
Contingencies	120		
Library	50		
			15 790
INCREASE under the schools at Kolar and Shimoga			
Establishment	4 008		
Stipends	8 000		
			12 408
CENTRAL Muhamadan Training School			
Building and Hostel	25 000		
Furniture & Equipment	3 000		
		28 000	
Establishment Increase under stipends	6 960		
			6 960
MAHARANI S COLLEGE			
Training section Stipends 20 additional stipends at Rs 10			2 400
Total		2 61 000	62 728

If the propos d arrangements are sanctioned provision will have been made for training 330 teachers every year If the annual wastage be taken at 15 per cent and failures &c at 20 per cent of the numbe for whom provision is made not more than 130 teachers will be added to the ranks of trained teachers every year At this ra e it will b 2 years before t ie present untrained teachers can be replaced by trained persons It is not to be forgotten that new schools would come into existence during this period and that additional teachers would be required for them It will th is be seen that costly as the present proposals appear to be they leave considerable room for further improvement

be replaced by

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APPENDIX

COST OF A TYPICAL NORMAL SCHOOL FOR ACCOMMODATING 120 STUDENTS

		Non recurring Rs	Recurring Rs
BUILDING —			
Three class rooms each 18'x24 One hall and Museum 24 x36' Library and office room 18 x24 Teachers room 18 x12 Head master s room 18'x12 Store room 18 x12 Music, Drill and Kindergarten shed 25 x40	15,000		
		15 000	
Kitchen &c for Hostel		5,000	
FURNITURE —			
Dual Desks 60 at Rs 20	1 200		
Masters Table & Chair 4 sets	60		
Black boards 4	40		
Drawing boards 30 at 15	150		
Almirahs 6 at 40	240		
Chairs and Tables for Head master and Teachers room	75		
Bell	5		
Record racl s	30		
		2,100	
Library, Maps, Charts &c		900	
STAFF —			
Headmaster 60 10/2 100 4 Asst Masters, U S trained 20 2 30 Drawing master 20 2 30 Drill Instructor 12 1 15 Music Teacher 12 1 15 Writer 12 1 15 Peon 7 0 0 Sweeper and Gardener 7 Scavenger 2 Contingencies 10 Library (Annual) 50 Stipends 120x8			11,520
Total			

Extension of Technical Education in Mysore

In the matter of the extension of Technical Education the most feasible plan at present seems to be to arrange for the training of teachers in a Central Industrial School as has been recently done in the Cochin State It is not however necessary to defer the making of a beginning until an industrial survey of the whole State is completed A beginning may be made with a few select industries the successful development of which cannot be regarded as a matter of doubt We may take the sheet metal work as an instance in point Brass utensils for household use are made in the Bangalore Tumkur Mysore and Hassan Districts But the output is so small that large quantities of these are imported from the neighbouring Presidencies of Bombay and Madras and sold at almost every important fair and festival Travelling trunks are also imported and sold in large quantities The development of an industry of this nature can be undertaken without having to wait for the introduction of expensive machinery and tools Similar other industries that can be developed are the manufacture of locks and cutlery industries which at one time were in a flourishing state in Nagar and Shikarpur It seems to me therefore that the safest course that can be readily adopted is the starting of fresh industries for which facilities exist in the Mysore Industrial School which may be converted into a Central Technical Institute the aim being to train a sufficient number of teachers for subsequent employment as teachers in Trade Schools to be opened in localities in which facilities exist for the development of each industry When trained teachers are available for employment the plant and tools may be transferred to Trade Schools and a fresh industry started on the same lines in the Central Institute It would be best to begin by making a list of the places where such trade schools are likely to thrive and assigning each selected pupil to a definite place Each of the moffusil students should be given a scholarship of Rs 6 a month and accommodated in a boarding house the expenses of which should be met from the schoplarship and wages earned by each pupil any balance that is left at the credit of each pupil being invested in a Savings Bank until the course is over Students should be admitted on probation for three months all those that are not likely to succeed being rejected during this period. Every schoplarship holder should be required to enter into an agreement with the Government binding himself to pay as a penalty the total amount of the scholarship for the entire course if after drawing the scholarship for the fourth month he ceases to attend the school unless the Government is satisfied that he has a reasonable excuse for doing so

The best plan ultimately would however be to appoint a competent organiser of Technical Education and make him the Head of the Technical Institute with a qualified assistant to help him This Officer would besides directing the work of the Institute be able leisurely to make an industrial survey of the State and take such action as may be necessary to develop each industry for the expansion of which facilities exist and funds are found

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Mysore Econ Conference

BANGALORE
17 3-1912

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Abstract Statement of Village Elementary School Returns

No	District	No of Schools from which Returns have been received				No of Government Schools not provided with suitable buildings	Average number on roll			Average daily attendance			Average number of Teachers			Average number of children not attending any school	Remarks
		Government	Aided	Unaided	Total		Government	Aided	Unaided	Government	Aided	Unaided	Government	Aided	Unaided		
1	Mysore	247	67	38	352	196	47	32	14	33	25	11	1	1	1	99 ~~1,895~~	
2	Hassan	101	8	37	146	74	43	23	15	33	15	12	1	1	1	44 ~~851~~	
3	Kadur	63	7	21	91	47	42	16	8	33	13	7	1	1	1	74 ~~414~~	
4	Shimoga	156	21	33	210	118	40	16	18	28	11	15	1	1	1	59 ~~535~~	
5	Bangalore	203	53	38	294	158	45	39	17	33	28	14	1	1	1	65 ~~651~~	
6	Kolar	186	43	46	275	123	43	34	17	33	27	13	1	2	1	63 ~~695~~	
7	Tumkur	159	48	70	277	106	48	28	15	34	21	12	1	1	1	67 ~~677~~	
8	Chitaldrug	163	42	14	219	115	49	22	15	38	17	11	1	1	1	95 ~~651~~	
	Total	1,278	289	297	1864	937										~~5,089~~	
	Average for each school						44	26	15	33	19	12	1	1	1		

BANGALORE,
17—3—1912

C KRISHNA RAU
Secretary
Education Committee

A-9

Statement of Buildings of Village Elementary Schools

From whom received	No of village Elementary Schools for which sufficiently commodious buildings have been provided by the Department	No of village Elementary Schools for which sufficiently commodious buildings have been provided by the villagers	No of village Elementary Schools for which additional accommodation is necessary	No of village Elementary Schools for which satisfactory accommodation has not been provided	Total No of village Elementary Schools	Remarks
Dy. Inspector of Schools Mysore	16	125	28	114	283	
Do do Hassan	19	71	4	29	121	
Do do Kadur	6	40	13	5	64	
Do do Shimoga	19	110	14	50	193	
Do do Bangalore	37	134	9	46	226	
Do do Kolar	34	76	16	73	201	
Do do Tumkur	20	80	11	69	180	
Do do Chitaldroog	22	79	21	30	152	
Dy Inspector of Hindi Schools	12	66	19	52	149	
Total	185	781	135	468	1,569	

BANGALORE
17—3—1912

C KRISHNA RAU,
Secretary
Education Committee

A 10

Statement showing the number of additional teachers required for existing V E Schools

No	District	No of departmental schools from which Returns have been received	No of additional teachers that would be required if all Hindu pupils of school going age are admitted into the school	Remarks
1	Mysore	247	316	
2	Hassan	101	58	
3	Kadur	63	73	
4	Shimoga	156	124	
5	Bangalore	203	94	
6	Kolar	186	102	
7	Tumkur	159	121	
8	Chitaldroog	163	215	
	Total	1,278	1,103	

BANGALORE,
17—3—1912,

O KRISHNA RAU,
Secretary,
Education Committee

A 11

Statement showing the number of new V E Schools recommended by Amildars and Inspecting Officers

No	District	No recommended by			Number of Schools with 30 Children and above	No of Schools for which villagers are ready to provide school buildings	Remarks
		Amildars	Inspecting Officers	Total			
1	Mysore	56		56	56	32	Returns received from only 3 Amildars
2	Hassan	48		48	44	42	do 3 ,
3	Kadur	6	3	9	6	6	do 2 ,
4	Shimoga	70		70	68	58	do 5 ,
5	Bangalore	45		45	39	32	do 5
6	Kolar	119		119	92	85	do 8
7	Tumkur	98	13	111	92	80	do 7
8	Chitaldrug	46		46	46	46	do 5
	Total	488	16	504	443	381	

BANGALORE
17 -3—1912

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Education Committee

A 12

Statement showing the number of Applications for new schools pending disposal on the 30th June, 1911

No	District	Kannada		Hindi		Panchama	Total
		Boys	Girls	Boys	Girls		
1	Mysore	14	13	2		38	67
2	Hassan	12		2			14
3	Kadur	16		2			18
4	Shimoga	26		5			31
5	Bangalore	72		3			75
6	Kolar	6		2		1	8
7	Tumkur	21		1		1	23
8	Chitaldrug	27		1			29
	Total	194	13	18		40	265

C KRISHNA RAU,
Secretary,
Education Committee

BANGALORE,
17—3—1912

A 13

FEMALE EDUCATION

FOR the encouragement of female education the following are some of the measures that may be recommended —

1 The appointment of qualified Superintendents for the Government Girls Schools in Bangalore and Mysore

It is very desirable that there should be a Lady Superintendent of Government Girls Schools for each of the cities of Bangalore and Mysore Her chief duties would be to supervise with the assistance of School Committees composed of Indian ladies the work of the Girls Schools and to inspect home classes Trained Lady Graduates may be employed for the work on Rs 150—10— 00+25 conveyance allowance Similar work in district headquarter towns may be entrusted to committees composed of educated ladies with the headmistress of the Government Girls School acting as secretary A suitable honorarium may be given to each headmistress according to the quantity of work done by her

2 Making suitable provision for an adequate supply of qualified female teachers

(i) By strengthening the training section in the Maharani s College Mysore

(ii) By the establishment of model middle schools at district headquarter towns with trained teachers as head and assistant mistresses

(iii) By the establishment of boarding houses in connection with the Maharani s College and a few selected middle schools such as those at Tumkur Hassan Kolar and Chitaldrug

(iv) By restricting the grant of stipends to such as bind themselves by an agreement to become teachers and attaching stipends to taluks or districts from which the pupils come rather than to the institutions in which they are held

(v) By offering rewards say of Rs 50 to untrained male teachers of good character who have passed the Lower Secondary Examination for passing a satisfactory examination in singing drawing or needle work an additional reward of Rs 25 being granted to such as pass in more subjects than one in one year or in any one of them in the first class (This will obviate the necessity of employing additional teachers in small schools for singing or needlework)

3 Increasing the number of elementary schools in large towns according to need so as to place a school within easy reach of every part of the town

4 The institution of home classes in large towns for the education of grown up girls and women Educated ladies or retired teachers of good moral character may be encouraged to hold classes in some selected house for teaching such grown up girls or women in the neighbourhood as choose to attend by the offer of grant in aid say Rs 10 per annum for every pupil in attendance

5 The adoption of a curriculum specially suited to the requirements of Girls Schools The quantity of work in Arithmetic History Geography and Vernacular Grammar may be reduced Greater attention may be paid to vernacular composition drawing needlework hygiene household work &c

6 The appointment of Inspectresses If Girls Schools are to thrive it is desirable that the work of organising and inspecting these schools should be entrusted to efficient and energetic Inspectresses Women teachers and elderly girls are likely to receive with greater freedom and benefit by advice and help that come from one of their own sex

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Secretary Edn Committee

20—2—1912

A 14

Home Education Classes

A retired teacher or an educated lady may with the support of an influential lady of the locality obtain the consent of the parents and guardians of a few elderly girls to hold a special class for them in a house approved by both pupils and their gaurdians

The working hours should be two either in the morning between 7 and 10 or in the afternoon between 1 and 5

Thirty days after a class has been formed the teacher should apply to the Inspecting officer of the District who might depute the headmistress or other lady teache of the local Girls School to examine and report on the progress made by each pupil

The application should contain information on the following points —

1 The door number of the house and the name of the street in which the class is held

2 The name and address of the lady under whose patronage the class is held

3 A list of the pupils attending the class and the stage reached by each pupil

4 The working hours fixed for the class

5 A list of holidays

6 The teacher s name qualifications and address

7 Other occupation if any of the teacher and previous appointment if any held by the teacher

8 Certificates of character of the teacher one from a gazetted officer and the other from a Municipal Commissioner of the Division

If the class is favourably reported upon it may be registered for inspection and aid

The supervision of the school should be entrusted to a Committee composed of a few educated ladies of the locality selected in consultation with the guardians of the pupils

The course of study followed in the class should include Reading Writing Arithmetic Hygiene and Drawing Where the teacher is capable of teaching the subject needlework may be included

A register of attendance should be maintained and produced whenever it is called for

The class should be open to inspection during working hours on all working days

A preliminary examination should be held in the month of November on the results of which the pupils should be classified according to the standard attained by each A second examination should be held in the month of May for the purpose of determining the grant payable for each pupil

The maximum grant recommended for each pupil should be according to the following scale —

For a pupil of the I or II standard	Rs 10
For a pupil of the III standard	Rs 12

An extra grant of Rs 3 may be sanctioned for each pupil who has made satisfactory progress in needle work Grants for these classes should be drawn in the same manner in which grants are drawn by other aided institutions

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Secretary Edn Committee

A 15—

Boarding Schools for Girls

Boarding houses should be attached to Girls Schools only in those cases in which satisfactory accommodation can be found for the girls No pupils should be admitted into the boarding house that have not passed the III Standard

The school building the Headmistress quarters and the boarding house should be contained within one enclosure

(Since most of the Girls Schools are now located in unsuit able buildings there can be no difficulty in selecting suitable places where the necessary buildings may be erected as required)

The immediate supervision of a boarding house should be entrusted to a matron for whom suitable accommodation should be provided in the boarding house

The servants employed should be as few as possible and no men servants should be allowed

The cost of establishing and maintaining such a schools will be —

BUILDINGS

	Rs
Model School-house	
(1 hall 20 × 30	
8 rooms 15 × 20	
1 covered gymnasium for music and calisthenics 5 × 50)	12 000
Boarding house for 30 boarders	12 000
Quarters for Headmistress	5 000
Outhouses and compound wall	2 000
	31 000

STAFF

Headmistress Rs 75—5—100	100	
Assistants Rs 40 35 30 25 20 15	165	
Music and calisthenics	30	
Contingencies	15	
Servants Rs 7 7 6	20	
		330
Boarding house Matron	30	
Servants	20	
		50
Scholarships	30 × 8	240
		Rs 620 a month or
		Rs 7 440 a year

EQUIPMENT

Furniture for 7 classes or 200 pupils		
Dual Desks	1 500	
Other class room furniture	150	
Charts maps books &c	500	
For special classes in needle work &c	500	
Boarding house	500	
		3 150

C KRISHNA RAU
Secretary Edn Committee

B

Spread of Education

AMONG THE

Backward Classes.

B 1

MEMORANDUM

REGARDING WORK FOR THE ADVANCEMENT OF THE DEPRESSED CLASSES

BY

Mr C R REDDY

This is by no means an exhaustive report In describing the various schools and institutions I have touched only on special features and matters of peculiar interest

Facts and Figures

The out caste population of India is nearly 60 millions or roughly 1/5 of the entire population of the country

BOMBAY PRESIDENCY

Total population	2 54 68 209
Depressed Classes	34 79 084 or 12 p c
Children at schools (1909)	18 319
(1910)	22 062

In the Poona district there are 22 teachers belonging to the Mahar and Chambar communities

MADRAS PRESIDENCY

1909	Schools	3 157 with a total strength of 89 962 pupils
1910	Schools	3 983 with a total strength of 102 018 pupils

Public Schools —Total strength 67 817

Boys 57 515

Girls 10 302

(Of whom 303 boys and 63 girls were in Secondary Schools including 66 boys and 10 girls in Training Schools)

Percentage to corresponding population of school going age

1909	18 6	Boys
	3 1	Girls
	10 7	Total
1910	19 5	Boys
	3 2	Girls
	11 2	Total

Expenditure on Panchama Schools Rs 51 068 of which 45 per cent was met from public 36 per cent from fees and 52 per cent from private sources

One cause for the higher progress of Madras Presidency in this respect is the greater activity of Asian Missions

THE COL OLCOTT PANCHAMA SCHOOLS

From the educational point of view these seem to be amongst the best

CURRICULUM includes drawing, gardening kindergarten, clay modelling papier mache work

INDUSTRIES Sewing book binding, carpentry and basket work
Children are daily given rice cakes and refreshments
They find employment easily

Total strength of Schools 757 (561 boys, 193 girls)

For the improvement of teachers, training classes are held every Saturday for 3½ hours

Boys are encouraged to go up to the higher standards and Secondary Schools

Descriptive Account

DEPRESSED CLASSES MISSION SOCIETY OF BOMBAY

A Maintains 5 Schools in Bombay

(1) Parel Middle School, which contains 4 Vernacular and 4 English Standards

Curriculum includes drawing, book binding sewing and other manual arts A carpentry class has been opened Provision is also made for cricket and moral and religious instruction on unsectarian lines with a view to eliminating injurious superstitions

Strength 27 in the English Standards and 114 in the Vernacular, of which 18 were girls

N B —Of this number 49 belonged to the higher castes

Remarks "The children are supplied with soap and water to bathe and wash their clothes on the school premises This has helped in no small measure to spread ideas of cleanliness in their homes

2 Deonar Kacharapatty Day School, the Headmaster of which is a Mahar

3 Mandanapura Day School

4 Kamatipura Day School

B Depressed Classes Mission Boarding House —

Number of Boarders	21 of whom 3 are girls		
Daily Programme	5	A M	Rise regularly.
	5 30	„	Bhajan and Prayer
	6	„	Canjee
	6 30	„	Book binding
	7 30	„	School lessons
	9	„	Bath and Breakfast
	10	„	Book binding
	11 A M to 5 1 M		School
	1 30	1 M	Lunch
	5	„	Washing and Exercise
	6	„	Supper
	7 30	„	Lessons at night school
	10	„	Retire

There is a Debating Club which meets on Sunday afternoons. Occasionally the boarders are taken out on excursions

Management —Mrs Kamala Bai, a Chambar by caste, cooks for them No servant is employed but the members share the work by turns

C Nirashrit Sadan —The object of which is to train young men and women for Missionary work among out caste people and to afford shelter to the helpless children of these classes The lady members visit Panchama houses and help them to lead a better life Often the Sisters of the Sadan act as mid wives Classes have been opened for grown up women and sewing has become quite a popular subject

In 1909 an Association of the women of the depressed classes was started which meets on alternate Saturdays to listen to Hindu Scriptures and stories from the Ethics

D *Depressed Classes Mission Ladies Committee*—Of which the Venerable Mrs Ranade is a Secretary Lady Muir Mackenzie was the first President

OBJECTS —

(1) To create among the ladies of the upper classes interest in the work of Missionary work such as is carried on by the sisters of the Nirashrit Sadan

(2) To raise funds

(3) To organise social gatherings

E Under the stimulus imparted by these agencies the depressed classes themselves are beginning to organise in order to promote education and a better life amongst their brethren This is a very hopeful sign

General Remarks

(*a*) At the annual gathering of 1909 a love feast (Iriti Bhojan) was given which was attended by select representatives of the depressed classes and some sympathisers from the higher castes

(*b*) It is not intended to duplicate Primary Education by opening new schools for Panchamas Efforts should be made to get them admitted into public schools which ought not to be shut against any particular class

(*c*) In Bombay and Poona there have been more than once open public dinners in which the so called untouchables sat side by side with prominent men of the highest caste not connected with any Prarthana or Brahmo Samaj

(*d*) The leading members of the depressed classes themselves are now taking active part in Temperance and Purity Movements The Somavansiya Mitra Samaj is an instance in point

(*e*) Superstition being the root of the evil spiritual work too must be carried on The doctrines and teachings of Tukaram Namdev Eknath Ramadas Kabhir and other humanitarian prophets are highly appreciated and seem to be fairly influential

(*f*) Total number of pupils in the institutions maintained by this mission 328 (roughly)

Societies and Missions Affiliated to the Depressed Classes Mission Society of Bombay

1 POONA —Of which the President is Dr Harold H Mann the Principal of the Agricultural College Mr and Mrs Paranjpye are amongst the devoted and energetic workers

The Poona branch maintains 3 schools of which the most important is the Camp Day School with a strength of 180 of which about a dozen are girls

REMARKS —(*a*) Zeal self sacrifice and affection characterise the teaching imparted

(*b*) Provision is made for Drawing Sewing and Gymnastics

(*c*) Boys are punished for neglecting daily bath and are compelled to bathe in the school compound if they are not sufficiently clean

(*d*) A free Reading Room and Library are maintained

(*e*) There is an active response from the depressed classes themselves Some of their leaders have exerted themselves in various ways for the advancement of their people

(*f*) At the annual celebration of 1909 men of all castes were promiscuously mixed up within one building, the audience being composed of Brahmins, Mahrattas, Mahars, Chambars, &c, Sri Sankara Charya of Hampi announced through his representative a donation of Rs 100

(*g*) At the celebration of 1910 many Hindu and Brahmin ladies shared refreshments with the women of the depressed classes

2 AKOLA (Berar)—Four members from the depressed classes acted as Volunteers to promote the movement The depressed classes themselves held three meetings in two years

3 AMROATI (Berar)—From the Government Educational Report—'Some members of the low castes have acquired new ambitions and a wider outlook in one town there are Mahar Municipal members and in another a Mahar News Paper has been established This activity on the side of the low castes finds its complement on the other side in the schools for low castes established by Brahmin gentlemen in Berar Still progress is very slow In public schools though Mahars are allowed to sit inside, the masters frequently neglect them

4 DAPOLI—There are some well to do Mahars who have served as Commissioned Officers in the Army Government has ordered that (i) Mahar children be admitted to public schools without any charge for tuition and (ii) has also reserved a certain number of scholarships for the depressed children But these concessions have not had much effect The social status of these people is becoming worse every day

5 INDORE—

6 MADRAS—A Day School was opened in Vayaserhalli Parcheri As work was progressing in this locality, application was received from the Chucklars of Perambore for a school in their neighbourhood

A number of students of the local colleges have been helping the movement

7 MAHABALESHWAR—The Chief industry taught in the schools is rope making, which is a thorough success

8 MANGALORE—This branch maintains (i) A Day School (ii) A Boarding house (iii) An Industrial Institute and (iv) a Colony

1 DAY SCHOOL—

(*a*) Strength 10 boys and 12 girls

(*b*) Teachers 1 Pillawar & 2 Panchamas

(*c*) Pupils are supplied with books, slates, umbrellas &c,

(*d*) and are given a mid day meal

(ii) Boarding House —

(*a*) Only grown up youths are admitted

(*b*) They are not allowed to go home without permission

(*c*) They are specially trained in good manners and habits of cleanliness and temperance

(*d*) The object is that when they return to their homes they might exercise a levening influence amidst their community

N B —This experiment has been a success

(*e*) They do the work of the hostel by turns

(iii) Industrial Institute —

(*a*) Weaving is the main industry

(*b*) It is supervised by an expert Christian weaver

(*c*) The Institute is a success It gained a medal at the Mysore Exhibition

(iv) Colony —

Our Panchamas are in an extremely miserable condition Any slight attempt on their part to improve such as the wearing of a clean cloth or the holding of an umbrella is construed by the upper classes as impudence and invites bodily injury

Our 14 years experience has brought home to us that mere elementary education or even training in industries cannot go a great way to improve the condition of these people We therefore devised the Colony Scheme

(*a*) The Mission has 26 acres of land on which they propose to settle 60 families 26 families have already applied for and obtained grants of land

(*b*) The moral influence of property and economic independence is great The best way to instil habit of cleanliness is by giving a man something in which he could take a pride The present of a clean cloth goes a longer way than the infliction of a lecture

9 MANMAD —In 1911 an Educational Conference was arranged by the members of the low castes themselves Under the leadership of philanthropists of the higher castes they started a Co operative Bank on a small scale which has succeeded admirably saving them from the grasp of money lenders

10 THANA —

11 KOLHAPUR —His Highness the Maharaja gave a big building for hostel purposes and sanctioned in addition a monthly grant of Rs 25 There are now 15 boarders all learning English

There is also a Sahu Society for the elevation of depressed classes doing good work in the mofussil

Deputation to His Excellency Sir George Clarke headed by Mrs Paranjpye and Dr Mann

Points Submitted to His Excellency

(1) Whereas the Depressed Classes Mission Society were formerly given posts in the Army and Police there

has been a change for the worse in the police or rather action of Government in recent years '

(2) "That Government would kindly give a Grant in Aid to the Depressed Classes Mission '

(3) "And also contribute to the Scholarship fund The Society has now Rs 5,000 of which Rs 2,000 were given by His Highness the Gaekwar of Baroda

(4) "And instruct the Education Department and Local Boards

(a) ' To encourage attendance of depressed pupils especially in Secondary Schools and

(b) to start new schools where necessary

Points in His Excellency's Reply

(1) "The cause which we have now met to promote is no less than the conferring of elementary rights of citizen ship upon our fellow human beings who are banned by no fault of theirs Until that cause conquers, there can be nothing worthy to be called an INDIAN NATION

(2) ' Government assistance will be freely given

(3) "With regard to attendance we are faced by stringent caste rules and the social changes required to im prove matters must chiefly be the work of Indians themselves

(4) "Government cannot, in all cases, maintain separate schools for the children of the depressed classes But we cannot duplicate primary education all over the Presidency Nor is this desirable, because it does not touch the root evil and it helps to perpetuate the cruel customs which must be broken down if India is to advance towards nationhood"

(5) "As there is much difficulty in finding the right sort of teachers, members of your Mission would do well to undertake personally the teaching of the depressed children as opportunities arise '

(6) "Do not confine your attention to literary education alone, they should also be trained to handicrafts"

Policy of Bombay Government

There is difficulty in finding teachers for Panchama Schools and here Government cannot effect more than a limited amount of improvement The demand that a certain number of peonships &c, should be reserved for the depressed classes society is sympathetically viewed and instructions exist for the due admix ture of castes in Government service Government are consider ing whether special assistance may not be given with the view of promoting the establishment of special schools for Mahars and other low castes If members of the Mission would directly help in teaching during some part of their leisure, much good will be accomplished Mere literary education won't suffice, it must be supplemented by training in industrial arts

Government has instructed Local Boards to spend part of the new grants in providing facilities for the education of the low caste children

Progress in Baroda

(1) The number of Panchama Schools is over 300

(2) Amount spent on the education of depressed classes is about 55,000 annually

(3) There are two Boarding houses superintended by people whose heart is in the cause where boys and girls are fed clothed and educated at Government expense

(4) English education has made considerable progress

(5) Antyaja Teachers are admitted to Training Schools along with the higher castes

(6) Teachers in Panchama Schools are paid at a higher rate Viz 50 per cent more

(7) There is difficulty in getting good Hindu teachers

(8) Buildings and equipment are same as for other schools

(9) There is an Antyaja Inspector of Schools to safeguard their interests

(10) The difficulty of getting them admitted to cast schools on a footing of equality has not yet been overcome

(11) Any Hindu Officer of any Department refusing to go for inspection and examination of Panchama Schools or for any other purpose that may be required of him is liable to dismissal This rule has had a most wholesome effect

(12) Panchama youths have been entertained in Public service I remember the order of the Maharaja in 1907 requiring the Survey Superintendent to find place for half a dozen Antyaja young men The Brahmin and other high caste clerks petitioned or grumbled against this but when they realised that the Department was prepared to dispense with their services if they could not bring themselves to work with UNTOUCHABLE colleagues they speedily reconciled themselves to the new situation

(13) His Highness has further enacted that no Officer shall be appointed a Councillor who objects on religious or any other grounds to associate with the Panchamas

It is undoubtedly true that the low castes occupy a higher status in Baroda in consequence of the vigorous and practical sympathy extended to them by His Highness One effect of this is that they are not so easily CONVERTIBLE to proselytising religions as their brethren in South India I once asked a DHED if he was a Christian He resented the question and answered NO SIR I AM A CASTE HINDU

(14) The Baroda Education Commission thus reported — The Commission earnestly hopes that the progress of enlightenment encouraged by the liberal and far seeing policy of His Highness the Maharaja Saheb will at some time in the near future render the continuation of Antyaja Schools unnecessary based as they are on a principle opposed to all true progress

Opinions of some Experts

1 An Educational Officer of exceptional talents and enthusiasm who however desires that his name should be kept confidential says —Help Missionary bodies (not necessarily Xian) with liberal grants till the Hindus acquire more liberal spirit

2 Mr Ranga Rao the Founder and Secretary of the Depressed Classes Mission Society of Mangalore

(1) Government must see that they are admitted to public schools

(2) The 'BILLAVERS were once 'UNTOUCHABLES in Mangalore But a few posts bestowed on them have made them touchable now Government ought to reserve a few posts for the Depressed Class Peoples ships &c, begin with

(3) As there are high caste teachers in Panchama Schools of Guzrat and the north generally, an increased rate of pay may be tried here to attract such men

(4) He undertakes to supply a few good teachers

(5) In Mangalore Panchama boys are admitted to public schools but they are given separate seats What murmuring there was has ceased now

(6) But the real remedy is the Colony system under proper safeguards and superintendence

(7) Mere elementary education without the discipline of hostel system is of very little use

Dr M C Nanjunda Rao would educate a few select Panchama boys in Sanskrit which, he thinks, has a wonderful effect in producing a fine sense of dignity and self respect

Some Facts Regarding the Situation in Mysore

(1) A few years ago, two Panchama boys applied for admission to the Lower Secondary Class at Malvalli, but were refused The Department did not see its way to help them

(2) Again in January 1908, when two Panchama Teachers were sent for training to Kolar, the Head Master reported that there was keen opposition The Department insisted that they should be admitted and nothing more was heard of the threatened agitation The teachers were given separate seats

(3) But some time after it came to my knowledge that one of the Panchama Teachers had left the school No enquiries were made into the circumstances of the case

(4) Inspecting Officers are agreed that the vast majority of caste teachers are extremely and willfully neglectful of their duty

Conclusions and Suggestions

(1) In matters of social and quasi Social character Native States can do a great deal more than the British Government

(2) The Panchamas are not irreclaimable The way they have responded to earnest efforts at improving their lots has been entirely creditable to them considering the awful depths to which they have fallen or been thrown

(3) The higher classes are beginning to take an interest in their welfare The conscience of Hinduism is astir

(4) What opposition there is can be easily quelled by a judicious admixture of firmness and tact

(5) Government Schools have, on the whole, been failures The problem is how to combine the financial resources of Government with the zeal and nobility of Mission endeavour

(6) Missions —Arian Hindu Aryasamajic and Brahmo may be encouraged by adequate grants to enter on this arduous task of social reclamation When bounties are given for the manufacture of leather it seems unreasonable to refuse them for the making of men women and citizens though of course it is true that leather does not compete with us whereas human beings do

(7) Government should start Boarding Schools at least one for each district on the Baroda model So far these are the only institutions which have given a fair return for the money spent in the shape of good results Money spent on the cheaper type of educational institutions is money almost thrown away

(8) In any education given training in industries should figure very prominently

(9) With reference to attendance District Officers may be instructed to do something But the real solution is the Boarding Schools system

(10) In regard to teachers and Superintendents Government should try to get a supply from the various Mission bodies above enumerated or other equally reliable sources The problem to my mind and I speak after due enquiries made is not insoluble though difficult

(11) Panchama Schools should in no way be inferior to general schools in building equipment &c and teachers may be paid at a higher rate

(12) An Inspector for backward classes education is one of the very first *desiderata* Given a special office the instinct of self preservation if no other higher feelings would induce it to safeguard and promote the interests consigned to its care and supervision

(13) A strenous effort should be made to get Panchamas admitted to general schools on a footing of equality with the rest

(14) No endeavour at the advancement of any community in India can bear fruit if the members of that community are rigorously excluded from public services The stimulus of office and the social and pecuniary advantages to be derived from it have been the chief cause for the spread of education amongst the higher castes It would be indeed too ridiculous for words to withdraw the cause and expect the effect

(15) I am much struck by the possibilities contained in the Colony Scheme Last year during a holiday spent in Mangalore I closely inspected the work of the Depressed Classes Mission Society there and though their experiment could not yet be pronounced a success it attracted me by its boldness and logical thoroughness The Chingleput Mission under Rev Andrews is the pioneer in this field of enterprise and the results so far have been encouraging I have been told that Sir P N Krishna Murthy advocated measures of this kind and actually created a Lambani Settlement in Tumkur District The peculiar economic conditions of this State the vast amount of land yet unappropriated &c seem to invite the attention of Government to this project But I fancy that this topic is outside the scope of the present Committee One may observe that the root idea of Mr Booker Washington s Scheme for the Negro advancement is somewhat similar

21st August 1911 (Sd) C R REDDY

B 2

Statement Showing new Schools recommended for Depressed classes

No	District	No of Schools recommended by Amildars	No of Schools recommended by Inspecting Officers	No of Schools for which villagers are ready to provide buildings	Remarks
1	Mysore	19	38	6	Returns received from 4 Amildars
2	Hassan	5	Not received		" 2 "
3	Kadur		1	1	, 3
4	Shimoga	6	Not received	6	4 ,
5	Bangalore	2	do		2 ,
6	Kolar	4	do		6 ,
7	Tumkur	17	do	15	" 6 ,
8	Chitaldroog	13	1	2	" 7 "
	Total	66	40	30	

Bangalore,
17—3—1912

O KRISHNA RAU,
Secretary,
Education Committee

B 3

Central Boarding School for Panchamas

	Rs
BUILDINGS —	
(1) For the model school	8 000
(2) Shed for practical work	1 200
(3) For the boarding hou e	1 200
(4) For a teacher	1 200
(5 Outhouses and compound wall	1 600
	13 200
EQUIPMENT —	
Model School for 200 pupil)	
Dual Desks	1 500
Other class room furniture	
7 Chairs 7 Tables 7 Black boards	1 0
Maps books &c	380
	2 000
Boarding house	150
Garden tool &c	150

ESTABLISHMENT —

SCHOOL.

	Rs
Headmaster	40
Assi tants	
Rs 25 20 15 (3) 10	90
Servant	6
Sweeper	3
Contingencies	5

BOARDING HOUSE —

		Rs
Stipends	30 × 5	150
Cook		6
		300 per mensem
		or Rs 3 600 per annum

C KRISHNA RAU
Secretary Ed'n Committee

D

The Establishment

OF

A Local University.

A University for Mysore

It may perhaps be conceded that it is premature to start a University here At any rate we should proceed by slow and cautious steps I think time has arrived to make an attempt to lay the foundations of one at once We have two Colleges in which almost all the branches of study prescribed by the Univer sity are studied The few branches now wanting may be also provided for soon

In the University of Madras on which we are dependent Mysore is not at all represented One or two Fellows may occa sionally be elected out of our educational officers but their in fluence is almost nothing in the direction of its affairs This is felt in many quarters to be a very great disadvantage and it is worth considering whether some amelioration cannot be effected. It is useless to seek for any appreciable share in the government of the Madras University So any scheme that is devised should be in the direction of recovering some independence for ourselves

Happily for us the new regulations of the University point out the way in which we may proceed School Leaving Certificate system has all but put an end to the Matriculation Examination of the University We may institute our own School Leaving Cer tificate system in a manner to be approved of by the Madras authorities This would in effect be the Matriculation Examina tion for our State Apparently some defects have already come to light in the Madras system We may correct them by appropriate changes

The College courses will continue to be governed as hitherto by the Madras University But we may introduce an innovation in appraising the results of work done in the Colleges The marks of all the terminal examinations should be carefully registered At the end of the first two years the terminal examinations may be arranged to correspond to the standard of the Intermediate Examination of the University The examination in the English subjects should be common to both the Colleges and if considered advisable examiners should be appointed from among outsiders The marks obtained in this examination should be added to those obtained in the terminal examinations and the names of those who pass it should be pub lished in the Gazette

As the suggested course does not in the least depart from that prescribed by the University the students can of course present themselves for and pass the University examination Our final examination will nece sarily be held in sufficient time before the University examination

Those who pass in either of these examinations will be entitled to admission to the B A Classes of our Colleges under rules similar to those of the University

Similarly in the B A Classes the terminal results will be added together and the names of those who pass will be published in the Gazette Here also the students of both the Colleges will be subjected to a common examination in the common subjects and all or as many of the papers as desirable may be set and valued by outside examiners These pupils will likewise be able

to appear for, and pass, the degree examination of the Madras University

There are absolutely no disadvantages in this system On the other hand, there are distinct advantages, not the least important of which is that as all the terminal examinations count in the final result, students will be obliged to work evenly throughout the course, without the temptation to idle away the earlier part of the course, and indulge in feverish activity towards the end

It will be optional with the students to present themselves for the University Examinations Locally the passing of the highest examination should be given the same value as the B A., Degree of the University The large number of students who would stop at the B A , would then probably rest content with the local degree Those of a higher ambition would proceed with the University course To distinguish the local from the University degree, we may vary the title In place of Bachelor of Arts (B A ,) we may *e g.*, adopt the title of Graduate in Arts (G.A.,)

To supervise these local examinations we may create a Committee, calling it the 'Mysore Local Board This will serve as the nucleus of our future University It may collect fees appoint and remunerate examiners, and make rules and issue certificates and diplomas

We may stop here for the present in Department of Arts.

In the other faculties, we are at present almost nowhere. But we should make use of what facilities we have to start places of instruction We may stop sending men to Madras to be trained as Hospital Assistants. Our hospitals and our medical officers should surely be sufficient for our maintaining a school for Sub Assistant Surgeons If such an institution thrives properly, we should, in course of time, have our own Faculty of Medicine for the University

The School of Engineering we have in Mysore may be similarly improved in course of time

As for law, it cannot be difficult to have a school when the need is felt, but at present, perhaps we may leave it out

We must prevail on the Institute of Science to recognise our local degree for admission into the Institute It would be some return to the State for the liberal support it has given to the Institute to do so and I daresay that the governing body would be willing (if properly approached) to meet us halfway

Bangalore,
25—10—11

H V NANJUNDAYYA

Ø 2

Some notes on Mr Nanjundayya s A University for Mysore

At the termination of the two years Intermediate Course there should be held College Examinations of a similar standard to that of the Madras University Intermediate Examinations Success in these to entitle a student to continue his studies in the B A clas es Then in the B A classes there will be students who have passed

(a) the College Intermediate Examination
(b) the University do do
(c) both the College and the University Intermediate Examinations

At the end of the two years B A course (pass) there should be held a final College Diploma Examination of the standard of the Madras B A (or a little higher at any rate *not lowe*) Only students included in (a) or (c) above to be eli_ible for this Diploma The Diploma to confer the title of

Associate of the Central College Bangalore (A C C B)
or
do do Maharaja s College Mysore (A M C M)

Honours Courses of two years duration to be instituted Suc cess in the Honours Examination to be rewarded with the Dip loma of Fellowship of the College (F C C P and F M C M) Associates only to be eligible for the Fellowship

If possible Post graduate work should be encouraged by the endowment of Fellowships

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Facult es of Law Agr culture Med c ne & Eng neer ng

The Faculty of Law to be located at the Mysore College The others should be in close touch with the Central College Laboratories the Agricultural Chemist s Laboratory the Victoria Hospital and the Workshops and the testing laboratories of the Electrical and Water works Departments of the Mysore P W D For this reason they should be located at Bangalore I think it would be a mistake to establish an Engineering School in Mysore

The Institute of Science will accept our Diplomas if we keep our standard sufficiently high If this single condition is fulfilled we need fear nothing for the reputation of our Diplomas in the immediate and of our Degrees in the more distant future

E P METCALFE

D 3

NOTE ON A LOCAL UNIVERSITY FOR MYSORE

In considering the advisability of inaugurating a new local University for Mysore it must be clearly understood that no benefit can be derived from this step unless the institution be modelled on such lines as to be a distinct advance on the present system by which the State Colleges are affiliated to the University of Madras

The chief objection to the existing arrangement is the absence of close association between the University and the Colleges The function of the University as at present constituted is to draw up syllabuses to conduct examinations and to grant degrees to successful undergraduates that of the Colleges to provide instruction of the kind best calculated to enable students to satisfy the University's examiners The activities of the University of Madras are distributed over an immense area of country This fact added to the impersonal character of the University as a body consisting principally of Boards of Studies for the drawing up of examination schemes and of Boards of Examiners for carrying them out renders impossible anything but the lightest and most occasional contact between the University and its students and may preclude the adoption of curricula best suited to the local condition of the various parts of the region served by the University

It is now being generally recognised that such purely examining Universities will have to give place to a number of smaller local institutions conducted on quite other lines and free from the objectionable features indicated In short these new institutions must be *teaching* and should also be *residential* Universities

So far as a local University for Mysore is concerned quite apart from considerations of efficiency and suitability we have to face the fact that before such an Institution can be established it will be necessary to obtain an amendment of the Indian Universities Act It may be stated at once that the Government of India would consent to no such amendment for the purpose of creating yet another purely examining body the Viceroy's remarks on various occasions (notably in reply to a deputation of protest against the new University of Dacca and also at the recent Calcutta University Convocation) are sufficient evidence of this

A University worthy of the name should provide instruction of an advanced character in a large variety of subjects The faculties which might usefully be included in the University of Mysore are the following —Arts Science Agriculture Medicine Engineering Law Pedagogy and perhaps Commerce The existing Colleges in Mysore and Bangalore with comparatively small additions would accommodate the first two of these

Under Arts are included Languages History and Economics Pure Philosophy and Mathematics This faculty might be appropriately located in the Maharaja's College at Mysore

Under Science are grouped the pure Sciences Physics Chemistry Geology Zoology Botany These subjects will be taught in the Central College at Bangalore

A new College of Agriculture will be necessary It is understood that a scheme for an Agricultural College is even now before Government and is likely to be carried out

A Medical College could be arranged to work in conjunction with the Bangalore Hospitals and the Central College The new buildings required in this case would contain theatre for lectures on Anatomy Human Physiology and certain clinical and other subjects dissecting rooms and physiological laboratories and a museum The necessary instruction in elementary Physics and Chemistry (Inorganic and Organic) and in Biology could be provided at the Central College the ward work and surgery at the Victoria and Minto Hospitals

An Engineering College would probably prove the most costly item in the scheme There is at present no nucleus on which to form it The Department of Public Works workshops have been suggested but these could not be thrown open

to a crowd of beginners without serious derangement of the important work carried on there It has been suggested, too, that the necessary lectures and other instruction might be provided by members of the Department of Public Works in their spare time The objections to this are numerous and evident, suffice it to say, that teaching a highly technical and rapidly advancing science is by no means a "spare time" occupation A highly trained whole time staff is an absolute necessity for an Engineering College Lecture rooms, testing laboratories (both mechanical and electrical), and workshops for elementary students would have to be provided More advanced students might be allowed to work in the Department of Public Works workshops at Bangalore and in the Electrical Department s shops and Power Stations

A Law College might be established at Mysore or Bangalore—preferably the latter, as the High Court is held there

A nucleus for a Faculty of Teaching exists in the State Normal Schools Provision for this faculty should not present any great difficulty

The question of degrees in Commerce is no easy one Comparatively few existing Universities have given it their attention The subject presents such a variety of possible treatment that no opinion either as to its suitability as a University study or as to the provision necessary for dealing with it adequately can be given without a considerable amount of investigation Certain of the new English Universities have included it among their faculties, but these are situated at very important commercial centres, *e g*, Birmingham Probably the University of Mysore would do better to give diplomas in Commerce rather than degrees The School of Commerce might with advantage be located at Mysore, so as to share the Language and Economics courses of the Maharaja s College

A suitable building to house the University offices would have to be erected This should contain a large hall for convocations and other assemblies The University Library (a much felt want in this State) could be contained in it

The cost of the buildings referred to with their equipment would probably amount to between 30 and 40 lakhs of rupees Unless Government are prepared to spend on this scale, it is useless to think of establishing a new local University The expenditure might be spread over a number of years—say, ten, at the least A beginning might be made by equipping the various schools fully one at a time, and affiliating each as it becomes completed to the University of Madras In this way, all would be in full working order at the expiration of the ten years, and all would have gained useful experience in conducting advanced University courses Some time before the group of schools should be formed into a chartered University, each might grant diplomas to its students on the results of annual college examinations The standard of attainment necessary to obtain a good diploma should be high—higher, indeed, than that required for the corresponding degree by the Madras University This would pave the way for a favourable recognition of our degrees in other parts of India

The hardest problem in connection with the foundation of a Mysore University will lie in providing for its administration The University, if it ever comes into existence, will owe its being to Government interest and to Government funds But if it is to persist it will be necessary for Government to grant it a perfect autonomy The greatest danger to the new University would result from a tendency on the part of a Government to require it to manufacture graduates at a cheap rate without any great regard to the maintenance of a high standard The University would have to be strong enough to resist successfully any such tendency The question of the form of constitution best suited to this end is too large a one for discussion here I suggest that the following resolutions be adopted by the Committee for recommendation to the Conference —

(1) That there is a need for a local *teaching* and *residential* University in Mysore

(2) That the University should provide instruction of an advanced character in the following faculties —

Arts, Pure Science, Agriculture, Medicine, Engineering, and Pedagogy

(3) That the constitution of the University be such as to ensure its complete freedom in educational matters

(4) That the general standard of instruction and of attainment necessary for graduation should be not inferior to those in any other Indian University

(5) That Government be invited to state the amount that may be annually granted—and the number of years during which this grant may be made—for the purpose of providing the buildings and equipment necessary for the establishment of the new University

(6) That no attempt should be made to obtain a charter until all the faculties are fully equipped

E P METCALFE

D 4

A SCHEME FOR ESTABLISHING A LOCAL UNIVERSITY

'Even after the recent changes calculated to bring the Madras University into more intimate relations with the Colleges affiliated to it it remains true that the advancement of learning and its standards depend in the main on the quality of the teaching and the studies pursued in the Colleges themselves There are two First Grade Colleges in the State equipped on a generous scale in the branches of study pursued therein It will not be long before provision will have to be made for the inclusion of other branches also

The function of the University in relation to these Colleges is twofold It exercises a certain degree of direct check over their management by means of inspections by Commission at certain intervals and it tests their work by means of the different yearly examinations I venture to think that it cannot be difficult to provide that both these functions may be carried on quite as effectively by means of a Local University which will be in much more intimate relation with Local Colleges

There is next the question of degrees It may at once be admitted that the degrees granted by an older and larger University are naturally more prized and respected than those of a new University Still this consideration did not weigh with the Government of India when the Punjab University was newly started some years ago It is also well known that throughout Europe (including England) and America there are a great many Universities of modern origin and limited sphere side by side with the ancient Universities with their hoary traditions and great prestige There is no reason to apprehend that the Local University will have less prestige and start under less favorable auspices than the Madras University did in 1857 If the ambition of having a separate University is to be ever realised it will be necessary to begin at the beginning sometime or other As it is there is now the advantage of learning from the other Universities and of utilizing their experiences and this advantage is of no mean importance Though this University has to earn respect by the way in which its concerns are managed and by the quality of the aims and standards set up by the governing body there can be no doubt that this first University in an Indian State will be welcomed in British India and its progress watched with interest and its initial shortcomings treated with indulgence Especially would the Madras University be willing to render every assistance in the beginning as the Mysore University would almost be its own offspring

Besides the languages and science there are three special branches in the Indian Universities now —Law Medicine and Engineering All these are supplied with special affiliated colleges in British India and degrees can be obtained in them only after undergoing a course of study in those institutions There was a school of Engineering in the State more than a quarter of a century ago and the successful students trained therein have risen to fill various high positions with credit in the State The results achieved by it do not compare unfavourably with those of the Engineering Colleges of British India especially after allowance is made for the comparatively small establishment with which the institution was managed After a long interval an Engineering School was reopened with a less ambitious course and at present it is not sufficient to train up men for degrees It may be possible in course of time to raise its standard Perhaps it will become necessary to do so as it is becoming more and more difficult to get admission in outside colleges for students from this State For the present no provision need be made for this faculty in the local University

The department of Medicines may be left out similarly The equipment of a good College of Medicine would cost a very large sum of money and the recurring expenditure also would be large The number of pupils that are likely to be attracted to it will not be large enough to justify the cost

As for Law, the case appears to be different For many years there was no college for teaching law in Madras Even now it is doubtful whether the training given is as well organised and as thorough as in other colleges It would be impossible for private students to obtain a training even of an indifferent sort either in Engineering or in Medicine by private study But one may become a profound lawyer though certainly not a good practitioner of the law, by private study alone It may indeed be possible to organise a course of lectures for the students of law in Bangalore, but it is hardly necessary If considered desirable, some course of attendance in Courts may be devised so as to make the students realise the principles in connection with their practical application It would be a good beginning to conduct examinations and grant degrees in law at once If the Bachelor's degree is considered too high, there may be licentiates alone at first The separate examination for advocates may be abolished, and only persons who hold local or British Indian degrees enrolled hereafter

The University may indeed have power to organise examinations and grant degrees in all the usual branches by suitable bye laws, but it will begin only with the two faculties of arts and law It is however necessary to see that local young men are not altogether deprived of the means of proceeding to degrees in the other two branches If the local Arts Degree and the lower examinations are accepted as sufficient tests for admission of students to Technical Colleges outside and for the conferment of degrees in these branches by the neighbouring Universities of Bombay and Madras the difficulty is easily solved There may not be much difficulty in obtaining this concession if a start be made (as it must be made) with the approval of the Supreme Government and with the sympathy of these older Universities In all the technical courses they have the certainty that the candidates undergo a full course of training in their own colleges, and the only preliminary test practically required is that they shall have the requisite ability to understand the books and lectures and profit by the training given

This recognition, however, may take time to obtain In the meanwhile it is not impossible to meet the difficulty Two or three of the local High Schools may train up students for the Madras or the Bombay Matriculation Examination This would be quite easy to do, as it is unlikely that there will be any serious departure from the curricula prescribed by these Universities for their Matriculation Then there is the rule of the Madras University which allows the Principals of Colleges discretion to accept other tests than the Matriculation Examination of that University as sufficient for admitting students into the Intermediate classes In either of these ways local students, *i e*, those who wish to take the higher degrees in the Indian Universities might enter the colleges there for the Arts College courses May can afford to do so at their own cost, but to help the poorer students of requisite mental calibre, a small number of scholarships may be awarded until further facilities are created within the State The Aligarh Scholarships already give such facilities for Mussalman students, and it is but fair that others should have equal chances

A beginning may be made with the B A Degree course alone with the present resources and if necessary in course of time, Honours courses may also be included In the Law branch also, the lower degree may be tried first The examination may be held in two branches as in Madras

If the idea of opening a University on these lines be approved, opinions may be called for from competent persons on the details of the scheme A Committee may be appointed either at once or after criticisms and opinions are received, to work out the details, frame the draft of a Regulation and bye laws and to prepare schemes of studies required for the different examinations

A few suggestions may be offered at present as a basis for discussion The standards of the different examinations may be about the same as in Madras There will be no need to have other additional languages than Sanskrit, Kannada and Hindustani It is worth serious consideration whether it will not be well to give a larger place to these languages than is done in the new Scheme of the Madras University If, as is intended to be done, the Secondary School leaving certificate system be introduced, there will be no need to have a separate Matriculation Examination for the University

In the Intermediate, the share of the colleges may be more definitely recognized than is done at present As there are only two colleges, the common subject

of English and the second language if it be made compulsory) may be tested at the end of the 2nd year by a public Examination of the University For the other subjects each college may conduct its own examinations (subject to such supervision or guidance by the University as may be decided on) and the passing of such examinations may be held sufficient

As each Intermediate group is under the new scheme of the Madras University (which may be followed) associated with some Branch of the B A Degree examination an Intermediate test may well be dispensed with The B A subjects will all be examined by the University under its regulations Perhaps some value may be attached in calculating the results for degrees to the marks of class examinations etc

In the Regulation the University may be treated as a Corporate body whose members will all be appointed the first time by His Highness the Maharaja The names need not be embodied in the Regulation as was done in 1857 The appointment when made shall last five years and vacancies filled up and additional appointments made may be only for the unexpired portion Every five years there may be fresh appointments half to be by nomination by His Highness a fourth by election by the members of the outgoing body and a fourth by the body of graduates recognised according to regulations to be framed All members may be eligible for reappointment or re election The member may be fixed at 35 as minimum and fifty as the maximum and it may be ordained that persons to be elected should be graduates or professors or headmasters of a defined standing

There may be a Chancellor a Vice Chancellor or President of the Executive Committee and a Committee of seven or eight members of whom half may be elected by the Senate and half (including the President) appointed by Government The term for this Committee may be either five years or less Some of the members will necessarily hold their offices *ex officio* and to them the time limit will not apply

A small establishment will be needed a Registrar who may hold any other appointment and be paid an allowance two or three clerks and some peons etc Probably in the beginning the fees realised will not be sufficient to defray the expenses of conducting the examinations and Government may have to meet part of the expenditure It is not likely that these items will be heavy A forecast may be worked out by the Committee to be appointed

GIB—200—7 1

25
11

Ordered

Proceedings of the Government of H H the Maharaja of Mysore

Read -

Letter No 36/E C from the Provisional Secretary Mysore State Economic Conference submitting for consideration recommendations of the Education Committee of the Economic - Conference for the improvement of education in the State

(Print the letter in extenso)

Order thereon No 1633-4 Edn-37-12-2

Dated Bangalore 20th August 1912

1 Government generally approve of the proposals of the Education Committee of the Economic Conference for the improvement of Education in the State

2 A special grant of two lakhs of Rupees has been provided in the current year's Education State Fund budget for the expansion of primary education in the State of which one lakh is for opening new schools and improving existing ones, and one lakh for school buildings In addition, a provision of Rupees 5000/- for new schools and Rs 50,000/- for

for buildings have been included in the ---- Village School Fund Budget for the current year

3. The proposals for employing 'trained' ~~men~~ Officers as Inspecting Officers and 'trained' teachers as Head Masters of Elementary Schools, have the full concurrence of Government The Inspector General of Education is requested to give ~~effect~~ increasing effect to these proposals ~~in future as far as~~ as the manner practicable The present inspecting officers of Schools may as far as possible also be deputed to Training Colleges to acquaint themselves with the latest methods of primary education

and to take adequate steps to secure a sufficient number of trained teachers

4 There are at present three Government Normal Schools for boys and one for girls in the State The Education Committee suggests that these schools may be improved and additional Normal Schools ~~may be~~ opened with a view to increase the supply of trained teachers to schools The opening of an English training class in the Mysore Normal School - has been sanctioned from the current year Further improvements on the lines suggested by the Committee have to ~~will~~ be made gradually,

and the Inspector General will consider and submit proposals for the purpose

5 The measures suggested for the improvement

improvement of female education are (1) ~~(2)~~ Encouragement of Home Education Classes by --- grants-in-aid (2) appointment of an Inspectress for all Middle Schools for Girls and Home -- Education classes, and (3) the appointment of --- ~~female~~ women teachers in Girls' Schools Provision is being made in the budgets for replacing ~~male~~ men teachers in Girls' Schools by ~~female~~ women -- teachers Government trust that in the course of a few years it will be possible to staff the important Girls' Schools wholly with women ~~by female~~ teachers

The question of appointing an Inspectress -- for Girls' Schools is engaging the attention of Govt, and that of giving grants to Home Education classes is much less urgent will be considered separately

6 The Inspector-General's attention - is invited to the suggestion of the Education Committee for the improvement of education among the backward classes and he is -- requested to submit his ~~recommendations in~~ proposals for the purpose of carrying out these ~~the matter.~~ recommendations as far as practicable

7 The question of establishing a local University as suggested by the Conference will be considered when --- funds and facilities become available, ~~as suggested by the conference~~, The Hostels of

Has not an order been passed that Miss Burke shd be made Inspectress &c? If so refer to it

Please see D O letters to Miss Peate & the Govt of Punjab in confl file put up No reply has been rec'd, I believe, to the latter The portion in the draft may be altered as shown in pencil HR 9/8/12

* Flag F

Yes Miss Burke is to be appointed Inspectress of Girls' Schools

of the two colleges and the libraries attached to them have ~~already been~~ in some respects been recently improved The Inspector-General is requested to state ~~whether~~ what ~~any~~ further improvements are ~~necessary~~ required The opening of Honours Course classes in the ~~Colleges~~ Colleges will be considered in due course when there is larger demand for such higher courses ~~is a question of funds and will be considered in due course~~

8 The proposals for the issue of -- diplomas in the two colleges of the State -- ~~require~~ are generally approved The Inspector General of Education is requested to suggest in consultation with the Principals of the two Colleges the names of persons who may form a Board ~~for the Conduct of the work~~ and to submit a set of rules for the conduct of this work ~~further consideration~~ and the Inspector General of Education is requested to favour Government with his remarks in consultation with the Principals of the two colleges

9 Government are alive to ~~the proposal of the Committee~~ the need for showing special encouragement to persons of backward classes seeking employment in the Government service.

10 The thanks of Government are due to the Economic Conference and to the Education Committee for having worked out a scheme for the general improvement of education in the State

3 copies of which are sent by Post

8/8/12

H

To 225 7/8/12 Offg Secretary to Govt

The Provisional Secretary, Economic Conference

" Inspector General of Education in Mysore

191 Secret 7/8/12 B K V 7/8/12

10/ 5/8/12

READ—

Letter No 36—F C from the Provisional Secretary Mysore State Economic Conference submitting for consideration recommendations of the Education Committee of the Economic Conference for the improvement of education in the State

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In accordance with the concluding sentence of para 8 of Government Order No G 488 a35—C M 36 11 7 dated 21st July 1911 I am directed to submit for the consideration of Government and for such action as they may be pleased to take the following recommendations of the Education Committee which received at the Birthday Session of the Conference of 1912 the support of two thirds of the Conference —

(1) That for the establishment and maintenance of a thousand new elementary schools and for the improvement of 500 existing school on the lines indicated in the Note appended (Appendix A 5) provision be made for an expenditure of Rs 7 lakhs during the next five years and of Rs 2 25 lakhs a year after that period (28 in favor none against carried Number of members present 39)

(2) That trained men be employed as Inspecting Officers in future and that the present Inspecting Officers be deputed to Training Colleges to give them an opportunity of acquainting themselves with the latest methods of Primary Education (29 in favor none against carried Number of members present 33)

(3) That as far as possible trained teachers be appointed as Headmasters of Elementary Schools (29 in favour none against carried Number of members present 33)

(4) That satisfactory arrangements be made for increasing the supply of trained teachers by improving the existing Normal Schools and establishing additional Normal Schools where necessary on the lines indicated in the Note appended (Appendix A6) (28 in favor none against carried Number of members present 39)

(5) That Home Education Classes for women be encouraged by grants in aid under the grant in aid rules (Appendix A14) (27 in favor none against carried Number of members present 38)

(6) That all Middle Schools for girls and all Home Education Classes be placed under the control of an Inspectress of Schools (29 in favor none against carried Number of member present 38)

(7) That all Middle Schools for girls be staffed as far as possible with women teachers (29 in favor none against carried Number of members present 38)

(8) (i) That all buildings for schools for the backward classes be provided at Government cost (ii) That all class books slates pencils and other writing materials be provided by the Department and preserved in the school (iii) That an experimental Boarding School be established in Bangalore or Mysore on the lines indicated in the Note appended (Appendix B3) (iv) That admission to the Boarding School be restricted to pupils who have passed the III Vernacular Standard (v) That primary classes for day scholars be attached to the Boarding School and that pupils of these classes be admitted as boarders on their passing the III Standard (vi) That the Boarding School be open to pupils of all Panchama Schools in the State that have passed the III Standard (vii) That provision be made in the Boarding School for industrial as well as general education (27 in favor none against carried Number of members present 38)

(9) That a certain number of monthly scholarships not exceeding Rs 2 each be given to pupils of backward classes in lower primary classes of ordinary day schools (28 in favor none against carried Number of members present 38)

(10) That special encouragement be shown by Government to persons of backward classes seeking employment under Government according to their qualifications (26 in favor none against carried Number of members present 38)

(11) That as it is reported that there are 30 places for which villagers are prepared to provide school buildings for the backward classes schools may be opened in these places at once and that schools for 70 more villages which are prepared to receive them may be provided as soon as possible as included in the five years programme (27 in favor none against carried Number of members present 38)

(12) (i) That as the area under the control of the Madras University has at present grown very large and as the educational interests would be better advanced by such a step a local University on the model of modern teaching and residential Universities may be

established as soon as funds and facilities can be made available steps being taken meanwhile to improve College Hostels and Libraries and to provide for Honours Courses (ii) That a system of issuing Diplomas in the two Colleges on the plan of the Note appended (Appendix D) may be brought into force at once (25 in favor none against carried Number of members present 36)

2 There was a discussion at the Conference regarding the definition of the term two thirds of the Conference occurring in para 8 of the Government Order as to whether it should be taken to mean (*a*) two thirds of the total number of the members of the Conference irrespective of the members who were not able to be present or (*b*) two thirds of the total number of the members present at the time a proposition is put to the vote or (*c*) two thirds of the number of members voting for and against a proposition excluding those who remain neutral In regard to the above resolutions the number of members present and those who voted for or against are indicated

3 The Education Committee have devoted a great part of their time and attention to a study of the subjects comprised in the above Resolutions relating to the extension and improvement of primary education encouragement of female education spread of education among the backward classes and the establishment of a local University and the Notes of the members of the Committee the Secretary to the Committee and the Chairman which have a bearing on the resolutions are enclosed for the information of Government as noted in the margin

1 Extension of Primary Education including Technical Education A9 to A12 (both inclusive)
2 Female Education A13 A14 and A15
3 Special Education as one of the backwards B1 B2 and B3
4 Establishment of a Local University D1 to D4 (both inclusive)

4 I am to add that the Committee are strongly of opinion that if the Resolutions meet with the approval of Government and Government are pleased to direct action to be taken on the lines indicated the educational development of the State would receive a very great impetus that the education of boys and girls would be placed on a progressive basis and that in comparison with provinces in British India and equally prominent Native States like Baroda and Travancore Mysore would soon occupy a higher rank than it does at present

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No 1633 4—Edn 37 12 2, dated Bangalore, 20th August 1912

Order thereon—Government generally approve of the proposals of the Education Committee of the Economic Conference for the improvement of education in the State

2 A special grant of two lakhs of rupees has been provided in the current year's Education State Fund budget for the expansion of primary education in the State, of which one lakh is for opening new schools and improving existing ones, and one lakh for school buildings In addition, a provision of Rs 5,000 for new schools and Rs 50,000 for buildings have been included in the Village School Fund budget for the current year

3 The proposals for employing 'trained' officers as Inspecting Officers and 'trained' teachers as Headmasters of Elementary Schools have the full concurrence of Government The Inspector General of Education is requested to give increasing effect to these proposals as it becomes practicable and to take adequate steps to secure a sufficient number of trained teachers The present Inspecting Officers of Schools may, as far as possible, also be deputed to Training Colleges to acquaint themselves with the latest methods of primary education

4 There are at present three Government Normal Schools for boys and one for girls in the State The Education Committee suggests that these schools may be improved and additional Normal Schools opened with a view to increase the supply of trained teachers to schools The opening of an English training class in the Mysore Normal School has been sanctioned from the current year Further improvements on the lines suggested by the Committee have to be made gradually, and the Inspector General will consider and submit proposals for the purpose

5 The measures suggested for the improvement of female education are (1) encouragement of Home Education Classes by grants in aid, (2) appointment of an Inspectress for all Middle Schools for girls and Home Education Classes, and (3) the appointment of women teachers in Girls' Schools Provision is being made in the budgets for replacing men teachers in Girls' Schools by women teachers

Government trust that in the course of a few years it will be possible to staff the important Girls Schools wholly with women teachers The question of appointing an Inspectress for Girls Schools is engaging the attention of Government and that of giving grants to Home Education Classes which is less urgent will be considered separately

6 The Inspector General's attention is invited to the suggestions of the Education Committee for the improvement of education among the backward classes and he is requested to submit his proposals for the purpose of carrying out these recommendations as far as practicable

7 The question of establishing a local University as suggested by the Conference will be considered when funds and facilities become available The Hostels of the two Colleges and the libraries attached to them have in some respects been recently improved The Inspector General is requested to State what further improvements are required The opening of Honours Course Classes in the Colleges will be considered in due course when there is larger demand for such higher courses

8 The proposals for the issue of diplomas in the two Colleges of the State are generally approved The Inspector General of Education is requested to suggest in consultation with the Principals of the two Colleges the names of persons who may form a Board and to submit a set of rules for the conduct of this work

9 Government are alive to the need for showing special encouragement to persons of backward classes seeking employment in the Government service

10 The thanks of Government are due to the Economic Conference and to the Education Committee for having worked out a scheme for the general improvement of education in the State

K R SRINIVASIENGAR
Offg Secy to Govt Gen & Rev Depts

To—The Provisional Secretary Economic Conference
The Inspector General of Education in Mysore

Fxd—c R

1912-13

GOVERNMENT OF HIS HIGHNESS
THE MAHARAJA OF MYSORE

LOCAL FUND AND SANITARY (EDUCATION)

PROCEEDINGS

Dated 20th August 1912

No 1633 4
Edn 37 12 2

Passes orders in the matter of the recommendations of the Education Committee of the Economic Conference for the improvement of education in the State

GPB—3 9 12—200